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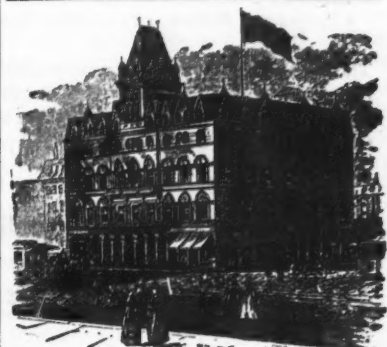
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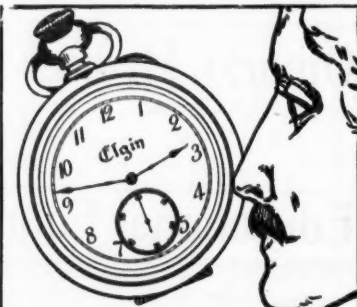
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For the Week Ending July 8.

No. 2

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Environment Versus School.

By SUPT. H. E. KRATZ, SIOUX CITY, IOWA.

As a superintendent of public schools and a citizen of the commonwealth of Iowa, I have great faith in the possibilities of our public schools transforming, under ordinary conditions, all classes of children into good citizens. Every citizen in the United States can furnish convincing proof of this wonderful transformation, and I gladly bear testimony to their magnificent achievements. But what shall be done when extraordinary conditions surround the child? What is to be done when environment, a potent factor in the training of the child, is directly opposed to every influence which the school seeks to arouse and develop? Are the schools to continue the unequal struggle without making the attempt to change the adverse environment?

Permit me to illustrate what I mean by presenting a few brief chapters from the history of a Sioux City boy's life as it came under my observation.

We will call him Harry Brown, but that is not his real name. Harry, when I first knew him, was about eleven years of age. His father was a Spaniard, and his mother had been dead about two years. She left two little motherless children to the care of Harry, and the scant mercies of a cold world. The father sometimes provided for the three children and sometimes he did not. Harry thus, at a tender age, was forced at times to make a living for this family, and could not always succeed by honest means. His very love for his dependent brothers drove him into dishonest acts. Such an unequal struggle could scarcely fail to bring disaster and defeat.

Harry's face, when I first saw him in school, attracted me, altho it was swarthy and dirty and his hair unkempt. I inquired about him, and learned from his teachers, who were deeply interested in him, that he inherited his father's hot, Spanish temperament and would fly into a passion whenever his wishes were crossed. He was constantly in collision with his playmates, and his ebullitions of temper were a constant menace to the good order of the school grounds. His teachers sought in every way to develop in him self control. At times he would take pride in showing how well he could conduct himself, and when his teachers began to congratulate themselves that their long exercise of sympathy and patience was finally to bear fruit, he would suddenly drop all attempts at restraint, and apparently abandon himself to the flood of rebellious feelings which overwhelmed him.

Such outbursts as these disclosed to us the sad fact that Harry's will power, never well developed in the direction of withstanding these floods of passion, had been weakened by that cursed cigarette habit. The motherless, practically homeless child, had fastened upon himself that demoralizing habit, not knowing its deadly influence upon the tender nerves, not recognizing its palsyng influence upon the will.

We pointed out to him the serious harm that must come to him from the use, not simply of cigarettes, but of tobacco in any form, and secured his consent to try to break up the bad habit by the use of an antidote for tobacco. He agreed to take the antidote according to directions, provided we would secure it for him, and we did so; but all to no purpose. We tried to appeal to his better nature, pointed out that it was an expensive, filthy, harmful demoralizing habit, all of which he

promptly admitted, but when the final appeal came to him to rise up in his strength and break away from it, the poor boy replied, "I can't." Saddest confession that a human being can make, and yet in his case it was literally true.

Inheriting a passionate, vacillating temperament, with the little will power, power of self control which he inherited, weakened, undermined by the deadly cigarette, what was there left to build upon? How could right character be built with no foundation—condemned like a rudderless ship to drift, drift, the sport of every adverse breath or wave of passion? Yes, a sight to make every sympathetic teacher's heart ache.

Some weeks after this sad confession, Harry was requested to remain for a talk with his teacher at the close of school. Thinking that possibly some punishment for his serious misconduct might be inflicted, altho this was not his teacher's thought, as she approached, he made a dive for the door, and quickly disappeared. Nothing could be learned of him for some days, when the startling announcement was made in the morning paper that Harry had shot and killed a boy while the two were skating on the Floyd river. There were some circumstances which seemed to indicate that it was not accidental, and so Harry was arrested. We hastened to look him up where he was confined, and made every effort, while he was in court, to have him sent to the state industrial school. Reports from that school indicated that eighty per cent. of the boys sent there became good citizens. It was very evident that Harry's chances of reform outside the industrial school were hopeless. But our efforts accomplished nothing. Harry was finally cleared of the charge against him, and set free to drift rapidly into the criminal class.

We managed to get him back again into the public schools, but he soon disappeared, in spite of every effort set forth to induce him to remain. Once or twice I accidentally ran across him during the next few years, but he could scarcely be induced to enter into conversation with me. His manner and appearance all indicated how rapidly he was degenerating.

The rest is soon told. Last January, I saw by the morning paper that Harry had been arrested for stealing coal. I went to the police station, thinking now I could have him sent to the state industrial school, but learned to my regret that Harry was too old to be admitted there. Harry confessed his guilt, and was sentenced to thirty days in jail. At my suggestion, the judge suspended the sentence on condition that he leave the city and go live on a farm some seven miles outside the city limits. I thought he might have a fighting chance on the farm for leading a better life.

A few weeks ago my eye caught sight of a paragraph in the morning paper that Harry was again arrested for stealing coal. He had not been out of the city, altho he had vowed to me, if he were given the opportunity, he would do so. The judge promptly sentenced him to sixty days in jail. I again visited him, but came away hopeless over Harry's reform. As I write he languishes in jail the companion of criminals.

Let me close these brief but sad chapters from Harry's life with these questions: "Who is to blame that Harry Browns are to be found in every city? Can our public schools be expected to reach and reclaim them? Is not compulsory attendance upon our schools a necessary step?"

The Future of the Normal School.

The following paper by Dr. William T. Harris, United States Commissioner of Education, was presented for discussion before the National Council of Education. It was published in full in the *Educational Review* for January.

In our time a new epoch is beginning in the study of educational methods. There is a widespread movement known as "child-study," which devotes itself to learning the natural history of infancy, childhood, and youth. It will discover the laws of development. It will learn how to take the child out of a lower form of intellectual activity into a higher form; how to prevent that mischievous arrest of development which is produced at present by too much thoroughness in mechanical methods.

Besides "child-study" there is progress in the invention of devices of instruction. These relate to the discovery of ways and means whereby the child is made more self-active in the process of learning and not so dependent on the teacher's powers of illustration.

In this direction an entire new field, that of Froebel's kindergarten, has been occupied and brought under inspection. The educative effect of the child's first playthings has been to some extent measured. The lullaby of the nurse, the first sight of the moon and stars, the meaning of imitation, the relation of what is symbolic to what is conventional; how the child becomes original and outgrows the merely imitative stage of mind; how to preserve his interest from step to step in a graded system of instruction—these are kindergarten problems that furnish much that is of consequence for the study of method in normal schools. But the most important advances in the study of educational methods, those which warrant us in speaking of a new era in the training of teachers as being on its advent, have resulted from the movement of colleges and universities to establish professorships in education. The university professor, taking up the work of preparation of teachers, has been obliged to plan for himself a different line of work from that of the state normal schools and the city training schools. He has to deal with students advanced beyond elementary and secondary studies into those of the higher education, and he must plan a suitable curriculum for a class of students not easily interested in the traditional normal school course. This difference has gradually become apparent to both classes of teachers. It has become evident that the method of instruction, and the organization of the work of training teachers, should vary according to the grade of education. There is one method for higher education and another for elementary. Within each of these there should be a further discrimination of methods, so that five stages of method should be noted.

The Lowest Stage.

First, that of the kindergarten, needs a method more like that used by the mother of the family than that of the traditional primary school. In the symbolic stage of intellect the child lets one thing stand for another thing and does not think fully in the logical terms of universal, particular, and singular. He does not understand things in their process of derivation. His intellect is an activity of noting resemblances and symbolizing one thing by another; and his will power is chiefly a process of imitation—an attempt to body forth by his own effort some event that he sees in the world; for imitation is the symbolism of action, while pure symbolism is the imitative process of the intellect. Now since play unites symbolism and imitation, it is evident that the method of first education with the child, say from two to six years, must have reference to the play-activity, and the first school which the child may enter should be a school having the general characteristics of the kindergarten.

The method of the primary school and the grammar school, the two divisions of the elementary school proper, is founded on the habit of mind that follows the symbolic. For after the symbolic stage of mind comes the stage wherein the child struggles for the mastery of the signs adopted by civilization for the purposes of collecting and preserving the lessons of experience. These signs are,

for example, the written and printed alphabets, the notations of arithmetic, the technical terms used in geography, grammar, and history, and such other technical vocabularies as enter the elements of natural science and sociology. The child has also a practical technique to learn in the elements of drawing, penmanship, and the limited fields of experiment that must go with the mastery of the word-and-idea technique.

The chief characteristic of the method of teaching in elementary schools must then be accuracy of definition. The word must be made to recall the child's experience. He must be made to verify for himself by experiment all that can be reproduced by him without costing too much time. The good normal school shows the elementary teacher how to select the typical facts in each department for illustration and where to require much or little, practical experiment in the way of verification. But everywhere the child's experience must be drawn for illustration.

Preparation for Review of Elementary Studies.

In order to fit the teacher to perform this work, the normal schools of this country, since the first one was opened at Lexington under Cyrus Pierce, have followed substantially the same tradition and made the chief part of their course of study a review of the elementary branches—reading, writing, arithmetic, geography, history, and grammar. It has often been said with the air of an apology that this review would be unnecessary if it were possible to secure pupils of advanced grade, implying by this that if the secondary course of an ordinary high school had been completed, this review work in the elementary branches would be dispensed with and certain advanced studies would be undertaken instead.

But this is not borne out by experience. The teacher who is to teach these elementary branches after graduation finds no work in the normal school so valuable as this review of those branches in the light of more advanced studies. What is learned for the first time in the elementary or the secondary school is learned as a step to what lies beyond. Thus arithmetic is a step toward algebra and geography a step toward the organic sciences such as biology, geology, and ethnology. When the pupil has climbed to the studies beyond, he drops the elementary steps out of sight. Of course it follows that, in the high school or the college, those lower branches are not reviewed in the light of the higher branches—arithmetic is not studied anew in the light of algebra and geometry; descriptive geography is not reviewed in the light of physical geography, botany, zoology, and geology; English grammar is not reviewed in the light of studies in Latin and Greek, or in philosophy and logic; nor the history of the United States seen in its relations to that of Great Britain and the continental nations of Europe.

But the teacher needs precisely this re-examination of all his elementary branches in their relations to the higher studies that furnish them their rules and laws. It has happened that the American normal school has taken up just this work of review from the beginning, and has performed it well during the entire sixty years of its existence.

Study With Reflection.

A good teacher in any grade of work requires the reflective habit fully formed. The subject when first learned cannot be seen as derivative from still higher branches. Hence the average graduate of the high school who has not reviewed the elementary branches in the light of the high school course of study cannot teach them so well as the normal graduate who has applied the secondary course of study to the elementary course in a constructive manner.

The first learning of a subject is and must be largely a work of the memory. For how can the pupil know the derivation of an object until he has first formed some acquaintance with its present state of existence? But the real knowing begins beyond the process of memorizing; it begins with reflection upon the data given and

with the discovery of inter-relations and the process of derivation from higher sources.

Hence the normal school finds it possible to conduct all of its lessons with special attention to method. While the pupil of an elementary school learns a lesson in arithmetic, geography, or grammar only with the object in view of clearly understanding it, the normal-school pupil is always to think of the method of explaining this and making it clear to boys and girls.

The class work and recitations of the normal school therefore take the student by surprise at first. He supposed himself to understand already the simple branches,—geography, grammar, arithmetic,—but he discovers now that there were a thousand phases of each lesson which he had not before noticed. He sees the importance of a full preparation on the part of the teacher if he is to be able to take advantage of the opportunities which the class exercise will give him to correct wrong views and bad methods of preparing the lesson.

He therefore studies his second lesson with many side questions in view. He improves from day to day, and in the course of a year he has formed a new ideal of the best method of study. Formerly he would have been well satisfied with a pupil who repeated verbatim the words of the book and would have done little to probe the understanding. Now he would go directly behind the words of the book into the pupil's understanding and teach him how to think—how to investigate for himself. For the teacher has acquired in the normal school the habit of comparing one statement with another and with the results of his actual experience.

We must not suppose for a moment that any other fine qualities, any acquaintance with educational devices or what are called "fads" or fashions, will make up for a defect in this knowledge of the constructive method. The solid foundation of successful work would be lacking.

Effect of Normal Training.

The normal school has the general effect of making its pupils observant of methods. The ordinary person sees results, but does not take note of the methods by which they are produced. Hence the teacher who has never received instruction in a normal school may happen to be a good teacher, but it is quite unusual for him to understand how he secures his own results; and he is not often

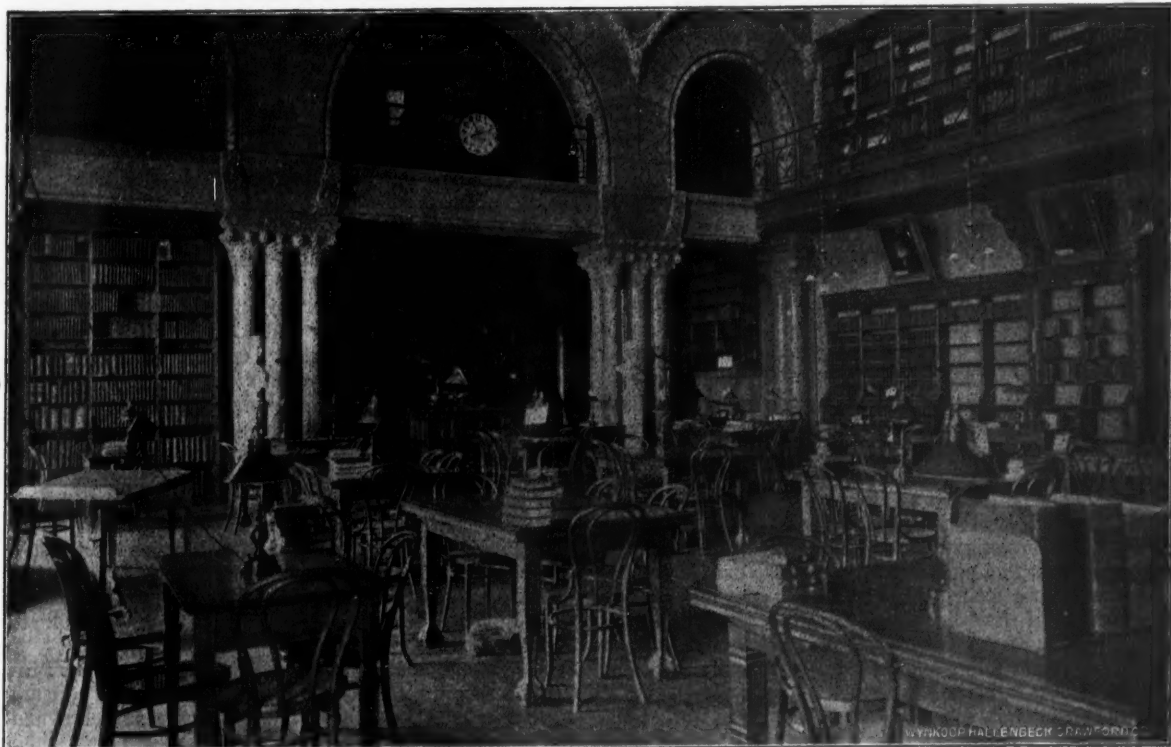
able to profit by seeing the work of other good teachers. On the other hand the normal school graduate can seldom visit a successful school without carrying away some new idea or at least some new device of method. Hence normal school graduates continue to grow in professional skill for ten, twenty, or even thirty years, while it is said truly that the teachers not from normal schools usually reach their maximum skill in from three to five years.

It would be supposed that what we have called the constructive method is a final one and good for all grades of pupils above the rank of elementary. There is, however, a difference between the method of elementary instruction and that of secondary; and a further difference between the latter and higher instruction.

Differences Specified.

The elementary course of study is adapted to the eight years of school life extending from the seventh to the fourteenth year of age. The course of study deals largely with what have been called "formal studies," namely with those relating to arts such as reading, writing, and numerical calculation, and hence, as we have before seen, the acquirement of the use of technical words as tools of thought. We must admit that the child under fourteen years of age, when he has mastered the technique of knowledge in the elementary school, has not yet acquired much knowledge of human nature nor of the world of facts and forces about him. He can grasp isolated details, but cannot make large combinations nor perceive whole processes when they are complex.

It is, therefore, a necessary characteristic of elementary instruction, in comparison with secondary or higher, that it must take the world of human learning in fragments, and that after all has been done to arouse thought and reflection the memory will have more to do than the thinking power. From these reasons it is obvious that elementary instruction is perforce obliged to deal more with facts than with broad, general principles; that it must return oftener to the immediate object and dwell less on the process of its construction by producing forces. If one is to describe in a word the success of the elementary teacher, he will say that he is successful in bringing typical facts before the mind of the pupil and in stimulating the pupil to analyze them and find the law or principle embodied in them.



New York State Library.—Central Reference Room, looking north.

Every fact is a synthesis or combination. For every fact takes together a series of things and events and also excludes other series of things and events. Let me illustrate this by the fact of the fall of the apple and the observation of the law of gravity by Isaac Newton. The fall of the apple was at first a fact of very small compass, so small indeed that a swine could comprehend it and hasten to appease his appetite by eating the apple! But the fact of the movement of the moon in its orbit was another fact that had no apparent relation to the fall of the apple until Newton happened to notice it, just then looking to see whence the apple fell and observing the moon thru the branches of the tree. But to Newton thenceforward both facts became one in the law of gravity.

It is easy to say that minds differ by the size of the facts which they are able to think. The child's mind is comparatively feeble and makes small combinations; the youth in the high school has gained in power and thought and his facts are much larger and contain more heterogeneous elements—such as moons and apples, stars and mountains, land and sea and air, all tied together by gravitation.

Again, the young man or young woman graduating from college has learned to think still more complex facts and, from three or four observations on a comet, to map out its path in the sky, or, from the form of a word and its meaning, tell the grade of culture of the people that used it.

The post-graduate student who is concentrating all his studies on a narrow field comes in time to know it exhaustively thru his own observations, and to Cuvier a single bone of some extinct animal enables him to draw the entire skeleton, or to Agassiz a scale reveals the whole fish, or to Lyell a pebble tells the history of its formation under the glaciers.

Secondary education deals with a group of things and events systematically arranged so that each fact or event throws light on all the rest, and all the rest in turn explain it. Such a group is a science. The secondary pupil has for the predominating activity of his mind the connecting of facts and events into such scientific wholes, following the tradition left by investigators whose united labors have made these sciences and left them to the race.

Secondary teachers need deeper studies such as can be found alone in the college or university. Because they deal with a tendency in their pupils to combine all primary facts into secondary facts or systems they have to govern the spirit of their teachings by a still higher principle, and this is the unity of the sciences. We see that, as any given science is a second order of fact, so the unity of the sciences is itself a third order of fact.

It is the comparative method that dominates higher education such as is given by the college or university in its academic course which leads to the degree of bachelor of arts. For each branch of learning is studied in the light of all the others in a genuine college course; its method is the comparative method.

Comparative Study of Methods.

This survey of the five steps or stages in education and their differences of method bring us to the further consideration of the new era that is now opening for normal schools; for it is evident that no longer can the teaching of teachers be limited to one method, that of the elementary school. It must rather be a comparative study of methods investigating the proper way of presenting a given branch to a pupil in any one of the five stages, and discussing the modifications needed to adapt the subject to any one of the other four stages. In the department of education of the university the students will be taught how to present a branch of study symbolically according to the method of the kindergarten; by typical facts as in the elementary schools; scientifically as in the secondary school; comparatively as in the college; as a specialist would investigate it, in the post-graduate course.

Most important of all these methods is the true method of the academic or undergraduate course in the college. I have described it as comparative, dealing with the unity of the several branches of human learning and laying emphasis on the world-view implied by this unity.

The greatest additions to our educational theory will be derived from this study of method in the college. For it is grounded on the history of civilization (what the Germans name *Kultur-Geschichte*). The comparative history of civilization, or, as it is called more frequently, the philosophy of history, furnishes the ultimate principle by which to solve the deepest questions relating to the course of study, the educational values of each of the several branches, the construction of school programs, the limits in educative power of the several component stages in the fivefold system of education beginning with the kindergarten and ending with specialization in the university, involving the much discussed question of electives and substitutes in the course of study.

The discussions of these important questions will draw into controversy the directors of the present normal schools on the one hand and the professors of education in the universities on the other, and the future history of the normal school will show the gradual adoption of the *Kultur-Geschichte* standpoint—the discussion of all educational questions in the light of the history of civilization as a court of last resort.

Oral Teaching.

By Supt. HENRY G. WILLIAMS, Marietta, Ohio.

The crucial test of the teacher is the recitation. Is she then at ease and master of the situation? Do new difficulties call forth new methods, new devices, and does she then exhibit tact and originality? Does she possess *genuine teaching power*? Has she an abundance of reserve power? Does she receive a responsive, resistless attention from her class? These are some of the questions we need to ask ourselves when in the school-room, whether we are there as superintendent or teacher.

But the greatest skill of this kind is demanded where the teaching is entirely oral. In addition to possessing the qualifications above suggested, the teacher should bear in mind the following points when teaching any subject orally:

1. Remember that the pupil is not supposed to have any text-books from which to obtain his information, or he may be too young and immature to use such sources of information. Teachers often make the mistake of asking many questions they know their pupils can not answer; teachers will sometimes give their pupils "homework" of this kind, often asking questions even beyond the grasp of the parents of the children, or such questions as require inaccessible sources of information. Very few parents can see the wisdom of such a course. I confess I hardly see it.

2. The teacher must be the chief source of information—not the parents, nor older pupils. First impressions with children are most lasting. If they get an erroneous idea from parent, or from older brother, that erroneous idea persists in sticking, in spite of the most conscientious efforts of the teacher afterwards. In oral instruction the teacher takes the place of the text-book and various other sources of information. Besides, much depends upon the child's condition of mind when he receives the information, upon the language with which the thought is clothed, and upon the proper succession of steps in the process of instruction. The teacher should be better prepared to supply all these conditions than anybody else. She should be a teacher, and *she* should do the teaching.

3. What the pupil *can* learn from observation and reflection should be insisted on by the teacher. There are legitimate questions which should be asked the child and for the answers to which he should be held responsible. He has eyes which he must learn to use. He has ears

which he must learn to use. He has faculties which lie dormant until stirred up by the interrogations of the teacher. We have been told that we should never tell a child what he can find out for himself. This is not sound pedagogy, altho it sounds very well as theory. The child can find out for himself that arsenic is poison, that morphine kills, or that lightning and electricity possess an identity, or any other great fact discovered after centuries of investigation and observation. But why should he? Should he not profit by the experience of others? Does the world not owe him the heritage of the past? Let teachers be careful to draw the line between proper and improper questions for investigation and home study for primary pupils who receive their instruction largely by word of mouth.

4. An oral lesson should consist of three parts—a review of the connecting links in previous instruction; presentation of new lesson by means of oral instruction; blackboard sketches, charts, and inductive questions; and a review and reproduction of the new lesson by the pupil.

Truth should be clinched under the white heat of an enthusiastic interest. The teacher must have a respectful and responsive attention on the part of her pupils. In order to have this attention she must arouse a natural interest, not a morbid curiosity, and to do this it is necessary for her to be enthusiastic, sympathetic, sincere, and fully prepared to present the lesson.

The Mechanics of a Book. III.

By CHARLES WELSH, Massachusetts.

The first illustrated printed book was "The Book of the Chesse" printed by Caxton in 1480, tho the art of wood engraving is said to have existed in Italy from 1285. It was apparently first employed in the manufacture of playing cards. It has flourished thru all the centuries as the chief method of illustrating books—tho copper and steel engravings and lithography, or printing from stone, have been largely employed also—until modern science within the last quarter of a century discovered the art of making photography and chemistry do the work of the engraver. At least ninety per cent. of the illustrations in modern books, magazines, and newspapers are either "process" or "half-tone" blocks, that is engravings produced by a photo-chemical process. The process brings the pictures in line and the half-tones being then in wash, with an effect of a photograph.

Copperplate engraving has been practiced since 1471. Lithography, by which most of the colored picture books have been produced, was discovered by Sonefelder in Germany about 1800. It was introduced into England about 1815, and about fifteen years later steam stone printing was begun, by the aid of which the cheaper toy books in color for children have been produced in such prodigious quantities and at such fabulously cheap prices.

On opening the front or end cover of a book we notice that there is usually a paper lining of another color and a page of paper of the same color facing it, with the reverse white. If you examine it closely you will see that this is one piece of paper. These are known as the end papers (one at each end of the book) and are part of the scheme of binding, as they help to secure the book on the covers.

In the year 1472, "signature marks" were first introduced for the convenience of the binder when folding the sheets of the printed book previous to binding it. Almost every one has noticed at the bottom of some of the pages recurring at regular intervals thruout a book either a letter or a figure which seems to have dropped there by accident, but very few know exactly what it is there for. These are placed on the first and third page on every printed sheet to indicate the manner in which the sheets are to be folded and the order in which they should follow each other in the bound book. Sometimes the letters of the alphabet are used, sometimes numerals, and sometimes an ingenious set of marks is placed on the sheet so

that when all the sheets of the book are properly folded and brought together in proper order it will appear in an unbroken line from the top to the bottom on the hinge of the fold at the back of the book. In such books the signature mark at the foot of the page is absent. This brings us to consider for a moment the binding of the book, the garb in which it is clothed, another thing which often is an index to character both in books and men. Some of the tablets the ancients used for counting upon, of which we have already spoken, in ivory, wood, or wax, were joined by rings on the back, as many as eight leaves being thus fastened together. This is the earliest idea of the book bound as we have it now.

When manuscripts were written on papyrus or parchment or vellum they were generally rolled up, and circular cases of metal were prepared for their keeping and safe transportation—the change from the roll to the modern shape is said to have taken place about 197 B. C. The earliest efforts at binding by fastening the leaves together and putting them between boards were very crude, but later on the decorations on the outside of such books became gorgeous and lavish indeed. They were covered with silks, velvets, and all kinds of fine materials, decorated with gold and silver, and incrustated with precious stones.



C. O. HOYT, State Normal College, Ypsilanti, Mich.

The art of bookbinding is one of the most beautiful of the art crafts, but we have no space to tell of it in detail, and in bringing these very sketchy remarks on the "Mechanics of a Book" to an end we must content ourselves with an enumeration of the characteristics of the well manufactured book, which will be the better understood if we consider them from the point of view of the publisher who has to think out and determine all its details.

He has to make such a combination of paper, type, and ink as to produce a pleasing effect; to make this combination so that there shall be no waste of paper and that the proper margins may be had; to select the kind of illustrating medium that will harmonize with the subject matter of the book and that can be produced with good effect on the paper selected; to adapt the color of the cover to the contents of the book, whether grave or gay; to arrange the cover design to be representative of the book's contents, and so that the colors will not only harmonize with the tone of the book, but that they may be produced on the cloth of the cover without the great expense of making many impressions for each color; to select the type, to plan the page so that it shall have a harmonious and well balanced appearance; to arrange the title, subtitle, running title, chapter heads, summaries, sub-headings, preface, notes, tables, and index, so that each shall have a distinctive size of type or special style of composition, and yet have all so co-ordinated that the casual reader will perceive at a glance the relative value of each division.

Noted European Educators.

Kuno Fischer and the University of Heidelberg.

Heidelberg, famed for the picturesque ruins of its castle, the finest specimen of Renaissance architecture in Germany has also gained renown as the most ancient seat of learning in Germany. Founded in the year 1386 by the Elector-Palatine Rupert I., as a purely ecclesiastical institution, the university became, in the year 1803, after its restoration by the Grand Duke of Baden, Karl Friedrich, an intellectual center, which has had lasting influence upon the thought of the nation. The world-wide distinction of its teachers has attracted throngs of foreign students to this seat of learning. Ever since George Bancroft went to Heidelberg in 1818 the number of Americans who have attended the university has been increasing each year. During the last decade their number ranged from ten to thirty each semester. Women students are admitted to the lectures of the faculties of law and philosophy. Their number, at present fifteen out of a total of 1568 students, is also on the increase.

The university affords excellent opportunities in various fields of scholarship. Professor Uhlig, director of the gymnasium and of the pedagogical seminary, gives a very thoro course for the professional training of teachers. The interpretations of pedagogic classics, discussions on the methods of language teaching, on discipline and hygiene, and on the new contributions to the science of pedagogy are supplemented by practice teaching at the gymnasium.

Among the many other professors of excellence and originality may be mentioned Kraepelin in experimental pedagogical psychology, Weber in sociology and economics, Königsberger in mathematics, Wolf in astronomy (the largest telescope of the state observatory is a gift of Miss K. Wolfe-Bruce of New York). Professors Braune, Curtius, and Osthoff in philology, von Duhn in archaeology, and Thode in history of modern art. The Nestor and most eminent teacher of all is Kuno Fischer, the distinguished literary critic and historian of philosophy, whose seventy-fifth birthday will be celebrated on the 23rd of this month.

Kuno Fischer's monumental work is the "History of Modern Philosophy." The first appearance of Volume VIII., dealing with the philosophy of Hegel, is just at this time awakening much interest in the philosophical world.

Fischer's lucid and vigorous style is well known. This quality is especially well displayed in the clear exposition of Transcendental Idealism and in the masterly discussion of the Thing-in-Itself in the Critique of Kant. His work in the domain of literary criticism certainly takes rank with the best done in that line. The student of the great German masters cannot fail to be benefited by a careful examination of Fischer's books on Lessing, Goethe, and Schiller. All who are acquainted with his writings admire the masterly style of this "Lessing of the nineteenth century," as shown by the logical arrangement, the clear and simple manner in which he expresses his ideas and the fertility of his imagination.

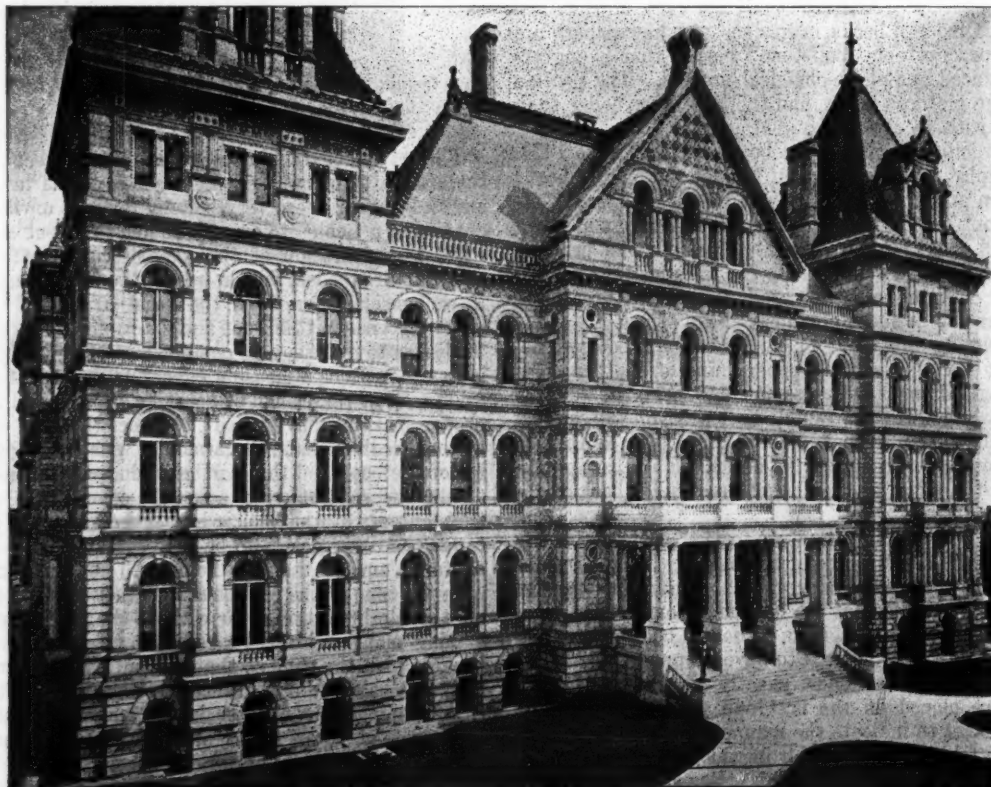
His discourses in the lecture room, which he delivers without notes, are equally fascinating, replete as they are with epigrammatic expressions and apt quotations. None who have once heard him ever forget his captivating eloquence. The exposition is not a cold, lifeless abstract of an author's writings, but a vigorous reproduction of his spirit. Prof. Fischer possesses the highest form of critical taste, the power of detecting the essential traits of an author's thoughts. The clearness and precision of all that he writes contribute to his reputation of being an author "whom one can understand."

ROBERT METZGER.

The readers of THE SCHOOL JOURNAL are familiar with Prof. Fischer's portrait which appeared in the number for November 26, 1898.



"Educate children to self-reliance thru self-activity." This is a text that will ever remain timely in pedagogics. There is too much absorption in the schools and too little output. No lesson is worth anything unless it bears with the information it conveys the ability to turn it to practical use. The school must develop capacity, as well as capacity.



State Library, end of Capitol Building, Albany, N. Y.

Letters.

A Prophet of the Old Dispensation.

In the teachers' guild, as elsewhere, there are some who are hailed as leaders in the educational thought of the day, and it is a matter of congratulation that many are worthy of the honor thus accorded them, being in the forefront of educational advancement, never so apparent as at the present moment. Many are men of knowledge, experience, judgment, and that self-poise which comes from conscious power; who do not run after "strange gods;" who are progressive without being fanatic; who cling to the best of the old, while admitting the best of the new, and well worth our heed, the fruit of a wide reading and a profound reflection, expressing the best and most advanced pedagogical doctrines, without their extravagancies. All true advancement depends upon leaders of this character, and the debt both parents and teachers owe to them cannot be over-estimated.

But, unfortunately, all are not of this class. Many who pose as leaders have assumed leadership instead of its being conferred upon them, and are not worthy of their place for they fail to exercise that judgment which they should possess, and utterly fail to realize the responsibility which rests upon them, giving voice to opinions which, if they came from persons of less prominence, would be laughed out of existence.

A so-called leader will start after a new idea, or will announce a wonderful discovery; immediately a host of teachers, theoretical ones generally, follow like a flock of sheep. Am I too severe? Let us see.

A learned doctor, quoted everywhere as authority, who really is authority in many things, whose name is one to "conjure by," recently said in an address at Chicago, that "it is a good thing for boys to fight," "teasing and bullying are in themselves commendable, but," a saving clause, "must be held in check." What a doctrine to teach in the light of the closing years of this century.

For thousands of years physical force has been the "greatest thing in the world," in the estimation of the majority of the human race,—and just as it is beginning to have a faint idea of putting into practice the gospel of love and law, here comes an advocate of the old doctrine and moves backward the shadow on the dial, not ten degrees, but nineteen hundred years.

One of the problems of school management is the keeping of boys from fighting; it is *not* manly to fight; not higher but more brutal instincts are aroused by it; a boy is not necessarily a "milk-sop" because he is not a pugilist. Any one who has taught in a public school and who has had practical experience in dealing with the young savages whom we call boys, would reflect for some time before making such declarations.

But the first part of the quotation is second only to what follows. "Teasing and bullying are in themselves commendable." Now, I agree that "it is a good thing for boys to fight," sometimes, and one of these sees a cowardly, over-bearing, over-grown bully, who possibly has heard that he "should be commended," picking upon and beating a boy smaller and weaker than himself, and who will not desist when told to stop. Then if ever, a right minded boy will smite the offender "hip and thigh," and teach him by hard experience that physical force has its place, and a very important one. If there is anything a teacher should punish severely it is the systematic bullying and teasing indulged in by the larger and more brutal pupils in their intercourse with the smaller ones who have no larger brothers to protect them, and who often fear to tell of their sufferings for fear of further punishment by their tormentors.

It is true, as the speaker said, that punishment is necessary, but a comparison of the schools of the present with those of the past proves that it is not as necessary as was once supposed. As long as there are some natures which can be touched by nothing short of physical pain, so long will corporal punishment have a place in the gov-

erning of a school; but it should be carefully administered, and always corrective in its tendency. Scolding, however, has place neither in the school-room, nor in the home, consequently "a good scolding vocabulary is *not* a desirable thing to have." I doubt if any teacher can look back, without regret, upon the scoldings, or can call to mind any good which came from them. As generally given, the teacher goes farther than he intends when he began, and the sympathy of the pupils is diverted from him to the offender, who comes off best in the end, for if a teacher loses the good will of the majority of his pupils his usefulness in the school is at an end.

There is too much mere scolding in the school-room now, and it should be discouraged rather than encouraged.

May a "child grow up too tender-hearted?" I think not. The majority of young children are cruel and selfish, often without knowing it; the unconscious cruelty of children is proverbial. It is only when they are old enough to reflect that the altruistic qualities of their nature begin to manifest themselves, and these need careful cultivation instead of repression, to make much headway. For the last decade or more, the schools have been patiently striving to implant in the naturally cruel heart of the child the germs of a better growth, and some appreciation of the truth the Master taught, when he said that not even a sparrow could fall to the ground unnoticed by the great Creator and Preserver of all life, no matter how seemingly insignificant. "Black Beauty," "Beautiful Joe," and kindred tales have aided in the work. "Bands of Mercy" have been formed, an army of "Bird Defenders" was enrolled, until, after years of admonition and teaching, children are slowly learning to be less selfish, less cruel, not only in their relations to their playmates, but in their treatment of animals as well. Owing to the neglect of such teaching during the years past arose the necessity for the formation of societies for the prevention of cruelty to animals, and later, those for the prevention of cruelty to children. For ages children did not "grow up too tender-hearted," and the horrors of the inquisition, to say nothing of those of earlier periods, were the consequences. If these instances are too remote to be considered, the reader is referred to the Yorkshire schools, the workhouse system, and other institutions prevailing in England a few years ago for the purpose of training children not to be "too tender hearted."

Train up a child to be thoughtless and careless of the feelings and rights of those around him, be they men or animals, and he will grow into a man of like characteristics; instil into his young mind the truth which sooner or later must be learned, that one can do as he pleases only so long as he does not interfere with the rights and privileges of others; teach him that annoying and tormenting those weaker than himself is cowardly, and that torturing insects is crime, and he will grow up into a manhood worthy of himself and of his Creator.

Russell, Kansas.

E. L. COWDRICK.



Teacher's Birthday.

The School Journal,

NEW YORK AND CHICAGO.

WEEK ENDING JULY 8, 1899.

At last the agitation for a more humane treatment of children in the schools is resulting in the introduction of practical reform measures in Germany. Dr. Bosse, the minister of education at Berlin, has issued a circular forbidding the employment of corporal punishment in the schools of Prussia except when a special permit has been given by the local superintendent. The matter has been discussed in the Reichstag, where a resolution was made, but not carried, to do away with corporal punishment altogether.

Public education in Detroit has been for some years in an unsettled and unhealthful state. It was hoped when the present inspectors were elected that the schools would be removed out of the politicians' reach, but the machinations of people with whom the welfare of the schools is not the first consideration have kept right on. Two years ago Mr. Robinson and Miss Coffin had to resign. A short time ago the best bill ever designed for the reorganization of a city school system was assaulted by obstructionist amendments. Now the principals of the normal training and high schools have handed in their resignations because the increasing annoyances and exasperating opposition have become unbearable. Miss Scott and Mr. Bliss will have no difficulty in securing other positions. They are widely known and their evident qualifications and success place them in the small list of those who are always in demand. But what about Detroit?

It is a healthy sign of the times that the universities are opening their doors to those who can find time for study only during the summer months. Attendance on university instruction has become one of the privileges of the teacher. Those who have had no previous acquaintance with college life and college ideals gain considerable from a brief residence in the precincts of a university, while for those who have already received college training, an opportunity is offered to keep in close contact with the thought and progress of the *alma mater*. Such work is of the nature of recreation and yet may be made to contribute largely toward lightening the burden of preparation in the months to follow.

Public schools have been opened in Manila. The government has appointed seven American teachers and about 5,000 pupils are now being taught under American auspices. The schools will observe the Spanish festivals and our own national holidays. General Otis has undertaken to see that attendance is made compulsory for all children between six and twelve years of age, tho it is thought that there will be little difficulty in this direction, as the natives are in most cases anxious to have their children educated.

It is estimated that at least 50,000 children are in a state of destitution in Cuba. In the reconcentration

the parents often starved to death, leaving the children unprovided for. About \$16,000 have been received and many supplies by the Cuban Orphan Fund Association in Havana.

Interpretation and Expression.

If we look at the achievements of mankind, we see that, outwardly, they may be classed under the two heads of interpretation and expression. The child when it observes something new asks, "What is it?" meaning what are its characteristics and uses, and not merely its name. It is not enough to say, "It is an elephant;" the child will repeat the term, but at the same time observe the differences between this and other animals. Later he proceeds to express himself, telling just what he has observed. This process he applies to all objects.

The child has observing powers given by the Creator; he has also powers of expression which can be increased many fold by artificial language, both spoken and written. The great object of going to school is to continue the work of interpreting the world, that is, of understanding the material universe, and of expressing self in terms of the language taught. The teacher, therefore, must do more than drill on language; the pupil needs to come in contact with the very world itself. The perception of this was what led Pestalozzi to use objects; the revival of this method was termed the "object system"—a curious definition. The educational trend is to divide the work of the teacher into two parts: the encouragement of observation or of understanding the world, and the teaching of a language or mode of expression.

The Education of Work.

The teacher has been too confident of what the book could do for the boy; he has looked upon work as a necessity of mankind not as an educative process. The opening scene in man's appearance in the world represents him as condemned to work because of his transgression; exemption from work has been the mode by which men in power, in all the past, have rewarded their favorites; misery and work have been blended in thought. With the possession of liberty man has gradually arrived at the conception that work is the available means of happiness open to all. Gradually the non-working class has disappeared; all, or nearly all, now work.

That the vast majority of the people who claim to be civilized possess character cannot be denied; and that character is the end to be aimed at by all peoples, and was and is the end aimed at by the Creator when he made man and put him on the earth is a fundamental truth. At the very outset we see this, for the command was given "Thou shalt not eat of the tree in the midst of the garden." Character means a fixed determination to act ethically. The command was given by one whom man knew he ought to obey. Character, then, was aimed at in the first historical acts of the drama of human life.

How shall character be attained? This is the fundamental question. The teacher supposes that it is formed at school; he may truly help form it there; if he does

not aim at character steadily from the time the pupil enters until he departs, nay, if he does not leave him impressed to act ethically even in his games he has come short of what rightly may be expected of him. But the teacher's influence and words form but a small part of the means by which character is established in the community or nation. The field, the shop, the factory, the office, the store, the home, the ship, the railway, are educational agencies; there skill is imparted and directed into productive channels and a training in character given.

The training in character given by work has been overlooked by the educator. A graduate of Union college had a daughter who sent much to good schools had become idle, unhelpful, and disagreeable. He was engaged in the manufacture of shoes and it occurred to him to put her at work among the girls he employed to run sewing machines. He meant it as a sort of punishment, but he was surprised to see the mental and moral improvement made. The promptness, regularity, obedience, skill, and fidelity demanded of her in the shop had compelled the formation of character. She had heard these virtues discoursed upon at home, at school, and at church; here she was compelled to employ them; she learned them by employing her fingers, bending her body, moving her feet and closely using her eyes.

Thus work gives training and discipline to the mental powers. By training we mean the employment of our forces in certain directions, to attain exactness, agreement with a pattern, so that a valuable result may be reached at all times. By discipline we mean that the concentration of our forces on one particular end, other ends and employments being put aside by choice and the whole mind and thought given to the thing before us. Thus we see that work is the great educator. And when we look into the good school we shall find it is the work that is done there that has mainly formed the character. Mark, we do not say wholly, for education is a complex process.

The educator is one who can devise appropriate work for young persons; he has heretofore limited himself to devising mental work. Froebel saw that both mental and physical work were needed, and invented, or rather adopted, a scheme in which both were blended. The thought then occurred to educators that a scheme was needed for pupils in the elementary school as well as for those preparing to enter it; this has not been wholly wrought out as yet, but that the school shall furnish both kinds of work is an accepted plank in the educational platform. Thus industrial and manual training had their rise.

In free countries like America manual training is adopted; this is work in the school for educative purposes; in semi-free countries like Germany, Italy, &c., industrial training is adopted; this is trade learning in the school-room. But the latter is also educative, for all work trains mental power. A broad view must be taken of man's mental state; it must not be concluded that the man who is a good plumber, carpenter, or mason is uneducated; he may not know many things contained in certain books, but he possesses a trained mind, nevertheless; he must be recognized as belonging to the fraternity of those that have achieved character—the end of education.

The Busy World.

A Sketch of the Dreyfus Case.

Capt. Dreyfus, the most celebrated prisoner of modern times, is in France at last. He was landed from the cruiser *Sfax* at Quiberon during the night, to avoid the crowds, and in a storm, and quickly conveyed by carriage and train to the military prison at Rennes.

Mme. Dreyfus was allowed to see her husband on his arrival and the meeting between them was most affecting. She found him much aged, with beard and hair whitened and body shrunk and stooped.

It is stated that the court-martial to try Capt. Dreyfus will meet at Rennes on July 31. The government is anxious that the trial should proceed as soon as all the evidence to be submitted in the case has been prepared.

Three things make the Dreyfus case interesting to everybody and somewhat saddening to the friends of the French republic. It is of course a hard thing for a young man of intelligence and ability to be kept for five years in solitary confinement on a lonely island, but the sympathy which has been excited for Dreyfus properly belongs to France, which has been suffering from a remarkable case of political and social indigestion. The three following symptoms should be especially noted:

(1) The presence of corruption in the most important branches of the French service.

(2) The disposition on the part of most French people to prefer the honor, so-called, of the country, to the rights of any individual.

(3) The prevalence throughout the country of an unreasoning and unreasonable prejudice against the Jew.

A few notes on the case, abstracted from the most part from *The Dreyfus Case* by Mr. R. W. Hale, will serve to bring out these points:

Observe first the case. Somebody in the French army was in 1894 engaged in making treasonable disclosures. Of that there seems to be no doubt. It is perhaps unfair to prejudice the case, but let us suppose that the confession Maj. Esterhazy is reported to have made a few days since in the presence of English newspaper men was substantially true. Take the view for a minute that Dreyfus is an innocent man. Then this is what happened:

Some person, probably Esterhazy, who for twenty-five years has been one of the most notorious blackguards in the French army, was engaged in treasonable correspondence with the Germans. What his motive was, it is hard to say. Probably it was simply a scoundrel's scheme for turning a dishonest penny. At any rate the treason was discovered but not the traitor. Some fragments of a memorandum—the French call it *bordereau*—were found in a waste-basket. This *bordereau* contained information about the field artillery service. It was the work of a traitor.

Now, supposing Esterhazy to have added this to his long list of crimes, see how he sought to escape the consequences. He must fasten the guilt upon somebody else. There is, as everybody knows, an intense feeling in France against the Jews. Nowhere is that feeling stronger than in the French army, in which there are a great many Jews.

It was easy to direct suspicion against a Jew. It was especially easy to arouse it against Alfred Dreyfus, a young lieutenant who had, perhaps thru over-anxiety to qualify himself for rapid promotion, gained the name of being a prying busybody. Dreyfus appears to have meddled a good deal in the affairs of other departments than his own. That fact made his brother officers quick to believe him guilty.

What is known is that on Oct. 15, 1895, a secret trial of Lieut. Dreyfus began; that the accused man, with melodramatic emotion, protested his innocence; that the final trial by court-martial, on Dec. 20, 1894, resulted in the condemnation of Dreyfus, his degradation from the

army, and his sentence to the punishment of perpetual banishment in solitary confinement. Regarding the secret trial, presided over by Commandant Du Paty de Clam, a good deal of information has leaked out. It concerns principally the testimony of the handwriting experts who were in the main agreed that the *bordereau* was written in a hand which Dreyfus would naturally have adopted while concealing his own. M. Bartillon, the greatest of them all, came to the conclusion that the *bordereau* was an imitation by Dreyfus of his own handwriting!

Guilty or innocent, Dreyfus was publicly degraded on Jan. 5, 1895. All thru the trying ordeal he protested against the injustice done him, and at the reading of each charge he would call out, "I am innocent! Vive la France!" Meantime the rabble about him was shouting, "You lie! You dirty Jew!" Their animus was plain. They were anti-Semites.

Col. Picquart's Investigation.

Hardly had Dreyfus been sent to his lonely exile on Devil's island when queer stories began to be spread about the justice of his condemnation. Leakage of evidence set in. For one thing it became known that much of the evidence on the strength of which Dreyfus was condemned was not brought before the judges until after the case was regularly closed. In other words the man was condemned upon evidence which neither he nor his counsel had a chance to hear. Furthermore, suspicions about the memorable *bordereau* were implanted in the minds of many people by two circumstances. One was the investigation of the case by Col. Genges Picquart, the other the resemblance of the handwriting of the *bordereau* to Maj. Esterhazy's.

Col. Picquart became prominently connected with the case thru his position as chief of the French secret service, a position to which he was appointed shortly after the Dreyfus trial. In that trial he had not been especially interested, but, like most army people, he had supposed Dreyfus to be guilty. His opinion was changed completely by a little scrap of paper which fell into his hands. This was the famous *petit bleu*, a little scrawl to Maj. Esterhazy, couched in very ambiguous language. It might ordinarily have excited no comment. It perhaps contained nothing treasonable. But the Dreyfus affair had made the secret service very active and Col. Picquart felt it his duty as a matter of form to investigate the business. The first step in all such cases is to get the suspected traitor's handwriting. Col. Picquart collected specimens of Esterhazy's and was astonished by their likeness to that of the *bordereau*, which he had already seen.

At the same time, thru some oversight of the government, a photographic reproduction of the *bordereau* had been published by a Paris newspaper. A copy fell into the hands of one of Esterhazy's creditors. He recognized the hand at once. He told his friends. They told others. Soon quite a number of people had come to believe that Esterhazy was the guilty party. Others did not.

The government was embarrassed. Col. Picquart, who was calling for a revision of the case, was troublesome. Plainly the affair was *res judicata*; it ought not to be reopened, even if injustice had been done to Dreyfus. Picquart was obdurate. They sent him on an aimless mission to Algiers. Still he would not keep still. Finally they had to court-martial and imprison him. The truth had become dangerous.

Trial of Esterhazy.

Yet the matter could not be hushed. Suit was formally brought against Esterhazy Nov. 14, 1897, by Madame Dreyfus and others. They believed that they had such evidence that his conviction was inevitable. In such case the restoration of Dreyfus would follow as the night the day. They were mistaken. The *petit bleu* was declared to be a forgery made by Picquart. The resemblance of the handwriting of the *bordereau* to Esterhazy's was asserted to be the result of clever imitation by Dreyfus. Altogether it was made clear that Esterhazy was the

victim of a plot. Many people honestly believed so. Esterhazy was acquitted.

One thing about Esterhazy was by this time clear. He was being protected by officials higher than himself. Whether guilty or not guilty, he had the war department and the president of France behind him. The next point of attack for the friends of Dreyfus was the supreme authority of the state. Emile Zola, novelist, stepped forward as champion of Dreyfus. In an open letter to Pres. Faure he denounced with his utmost vigor the corruption of the military and judiciary. He accused the minister of war of open complicity and dared the government to prosecute him for libel. His challenge was accepted. A dramatic trial followed in which Zola was condemned by a vote of seven to five. It was really his victory. He appealed the case. A second trial was given him. Then a third which he did not wait to stand. He went into voluntary exile. His work was done. With the consummate clearness of a great literary artist he had let all the world know the full strength of Dreyfus' defense.

In the Zola trials all that stood between the government and complete defeat was a second *bordereau*, written on the same paper as the first and apparently in the same hand, with mention of Dreyfus' name. This had, according to the state, been brought in by a spy and delivered to Col. Henry, who had succeeded Col. Picquart as chief of the secret service. Suspicion was a little later thrown upon the authorship of it. Col. Henry was called, cross-examined about it and presently became confused. Finally he had to admit that it was forged by himself. He was promptly sent to prison, where he took his own life with a razor. It is generally believed that he acted under orders.

Victory for Dreyfus.

By this time the case had become so flagrant that the government was forced by public opinion to yield a little. The death of Pres. Faure, who was a bigoted anti-Semite, was a good thing for Dreyfus. The friends of the injured man pressed his claims for revision. If Esterhazy had been convicted at his trial, their task would have been easy. French law provides that if a man has been condemned for an offence of which another is later proved to be guilty, the case shall be opened at once and the man re-tried. He may also be re-tried if, after the lapse of three months, new and important evidence shall have presented itself. This seems to be a just enough provision, but it is to be noticed that the question whether the new evidence is important or not has to be decided by the minister of justice. He has authority to re-open a case, but without his authority it is *res judicata*. It was therefore a crowning victory for the friends of Dreyfus when the minister of justice was prevailed upon to bring the petition for a revision before the Court of Cassation. There, after deliberation, it was decided that the contentions of the petitioners were just; that the Henry forgery and the expert handwriting evidence in the Esterhazy case constituted a body of evidence sufficient for revision of the whole case; that Dreyfus should be recalled and given a new trial.

Not a Matter of Sentiment.

The story is a good one to tell, to children as well as to adults, how a nation that has unfortunately fallen into disgrace and degradation is pulling itself together again and endeavoring to be just instead of unjust. Picquart has been restored to liberty, Esterhazy has fallen into disgrace, and Dreyfus is about to have a trial that almost assuredly means his acquittal. Most important of all, that false sentiment of "my country, right or wrong," is giving way to a feeling that justice and truth are more important than even the honor of the army. Many men who honestly believed that, to prevent the disruption of the French army, it was better for one man to suffer, the innocent, have now come to see that the best way to preserve the integrity of the country is thru justice to every citizen, be he Gentile or Jew.

A picture of the Court of Cassation, by which it was decided that Dreyfus should be retried, appeared last week.

England and the Transvaal.

There is every indication that the Transvaal dispute will be amicably settled. President Kruger, it is said, will grant the demanded reforms, and the Uitlanders will receive more considerate treatment in future. In England the best Liberal as well as Tory opinion is ready to support the government in that resolute action wherein a prompt and peaceful settlement is likely to be found.

The happy outcome of the dispute is due not less to the indomitable will of Mr. Chamberlain than to the caution and conservatism of Lord Salisbury. Either man alone would have brought trouble for England—one in loss of prestige, the other in loss of blood and treasure. Together, however, they have made a combination before which the Transvaal president feels forced to bow.

Olive Schreiner has issued a manifesto preaching the fraternity of the white races of South Africa, which will influence the religious section, but with this the government has nothing to do.

Rioting in Belgium.

Fierce rioting has occurred recently in Belgium over the proposed electoral law. In that country the Social Democrats are stronger than anywhere else in the world. The Clericals, however, have secured all the political power in the country. For instance the opposition in parliament has thirty-eight members from 996,000 voters, whereas the Clericals have 114 members with only 946,000 voters. The electoral law which provoked the riots was designed to assure to the Clericals this absurd predominance forever. The trouble has been tided over by an agreement to refer the electoral bill to a committee of all parties. For a time, however, things looked very dark and King Leopold had made arrangements to leave for Austria.

The Situation in the Philippines.

President Schurman, of the Philippine commission, has just returned to Manila from a visit to the southern islands of the group. He finds that the intelligent, substantial citizens want an American protectorate. The masses are awaiting the settlement of the war in Luzon island before declaring themselves.

An interview was had by President Schurman with the sultan of the Sulu islands, who received him in the royal audience chamber, surrounded by a bodyguard of stalwart, fierce-looking Moros. He told the sultan that the United States had acquired sovereignty over the islands from Spain, but had no wish to subjugate the inhabitants or interfere with their customs or religion. On the contrary the United States will help the inhabitants to develop the country.

Gen. Lawton and Prof. Worcester, of the commission, have been arranging for the election of presidents of the towns in Cavite province from which the insurgents were recently driven. The public schools in Manila have opened with about 5,000 children in attendance. English will be taught, and the holidays will include the twenty church days observed in Manila, Washington's birthday, and the Fourth of July.

As all danger of international complications is past, the battle-ships will be ordered from the Philippines and attached to the European and Pacific squadrons. The smaller vessels will hereafter do the patrolling in the Philippines.

Paid but not Working.

The United States sent a commissioner to Porto Rico and it reports on an institute and normal school at San Juan thus:

"There are in connection with this pretentious and high sounding institution some seventeen professors, all dignified by titles and professorships and receiving salaries commensurate with their dignities and pretensions. They draw from the public treasury annually some \$45,000. We visited the schools of this institute and found within them principally children of public school age, all of whom should have been attending the public schools,

and we failed to find at any of our visits a single one of the high salaried and distinguished professors."

Enthusiasm on Independence Day.

Seldom in recent years has Independence day been celebrated with more enthusiasm than this year. The victory over Spain, the acquisition of territory, and other events tended to arouse the patriotism of the country to high pitch. The third was a sort of extra holiday, for on that day was observed the first anniversary of the destruction of Cervera's fleet. In Manila and Havana the Fourth was observed by the display of flags, the firing of salutes, and the singing of American songs.

Philippine Products.

The islands produce thirty-six million bushels of rice, the staple article of food, annually. Indian corn is grown, two crops being produced in one season. Sugar, bananas, and coffee are also raised; the young shoots of the bamboo are used as a salad. The great product is the cocoa palm. The kernel and juice supply food and drink. The central nut that crowns the tree yields a wine, known as *tuba*, of agreeable, pungent taste. When fermented the *tuba* yields vinegar, and when distilled, brandy. Ropes and a calking material for boats are made from the husks; spoons, cups, and beads from the shells. Leaves make house roofs; some of the smaller ribs and veins of the leaves are formed into brooms; the midribs are used as fuel, and of the ashes of these soap is made. The trunks of the trees support the native houses, and from hollow sections of them oil and wine casks are made. The roots yield a red dye. Coconut oil the natives use for their hair and to illuminate streets and houses.

The Kansas Sea Lizard.

A big sea lizard was dug up in Kansas and is now mounted in the Museum of Natural History, New York city. It is slightly less than thirty feet long. In the "chalk period," a sea covered all the prairie states and this lizard was one of its inhabitants.

Samoan Dispute Ended.

The Samoan trouble is reported to be settled. Germany does not object to United States Consul Osborn remaining at Apia, but it is believed that he as well as Chief Justice Chambers, whose decision against Mataafa resulted in the insurrection, will leave, as have other officials.

The claim of Mataafa for reimbursement for the surrender of arms by his men is considered reasonable, and the commission will probably report that he receive \$15,000. Altho the commission has abolished the kingship, that action is not necessarily final, and is subject to the approval of the three powers. Malietoa Tanus will shortly be transported to the Fiji islands.

Results of the Peace Conference.

The peace conference is practically over and its results can therefore be summed up. It is uncertain whether the word "permanent" will be struck out of the title of the arbitration tribunal. Whether it is or not the chief question is, What probability is there of first-class disputes being submitted to it? The great dangers to peace in Europe are three: First, the question of Alsace-Lorraine; second, the Eastern question, that is, the breaking up of the Turkish empire, precipitated by disorders in the Balkans; and, third, the advance of Russia; and in Asia, two namely, the rivalry of Russia and England for predominance in China and the almost inevitable struggle between Russia and Japan.

There is grave doubt if any of these questions would be submitted to arbitration. The czar's principal inspiration for calling the conference, the arrest of armament, broke down completely. The net result of the conference, according to Mr. Stead, is to make the Social Democrats more confident than ever: "The conference, they will say, has countersigned the confession of its own impotence. At the same time that it affirms the urgency of the need for a remedy it is powerless to supply it."

The Educational Outlook.

Twenty-five Years an Inspector.

TORONTO, ONT.—About 1500 friends of Mr. James L. Hughes assembled on the evening of June 19 to do honor to the twenty-fifth anniversary of his appointment as inspector of schools. Prof. Clark, of Trinity university, paid a sincere tribute to Mr. Hughes, making special mention of his popularity and perseverance. He spoke of his books on education, stating that the one on Froebel's theories, besides ranking among the best relating to the subject, possessed very high literary qualities.

Dr. G. R. Parkin took up the question of teachers' salaries. He said that when the headmastership of Harrow and Eton were worth \$30,000 and that of Rugby \$25,000, the salaries of such men as Inspector Hughes should be doubled. He added that there was something amiss in the state of public sentiment when people could afford expensive bicycles for their children, but could not pay what it was worth to give them a sound education.

Mr. Walter S. Lee, who has been connected with the public school board ever since Mr. Hughes' appointment twenty-five years ago, told of the difficulties encountered with the older principals when the "stripling" was chosen for the position of inspector. He said he considered the present salary of \$3,000 the merest pittance for a man of Mr. Hughes' ability. He had often thought he would like to see him the chief executive officer of the entire teaching system, in charge not only of inspection, but of the financial management, with a large staff of inspectors under him. He thought that under such an arrangement the teaching would be immensely improved.

Three veteran teachers of the service made a presentation of a portrait of Mr. Hughes, painted by J. W. Forster. Mr. A. F. Macdonald read the accompanying address, which was in part as follows:

"For a quarter of a century, the closing quarter of the world's grandest century, it has been your privilege to mold and direct the school system of this city, the educational capital of Canada. By zeal and enthusiasm, by devotion to your vocation, by great executive ability, you have developed a system of schools at once unique and admirable, the pride of our citizens and the praise of our visitors. Your ardent study of the child, your marvelous intuition, your remarkable prescience, led to the introduction of the kindergarten into Toronto. In the kindergarten schools, which are now an organic part of the system of elementary education of this province, you have a monument more enduring than granite or bronze. Your published contributions to the theory and practice of education are a treasured inheritance of all true educators. The hallowed memory of these twenty-five years of noble endeavor and of divine evolution must ever remain your chief reward and abiding satisfaction."

School Retrenchment.

PROVIDENCE, R. I.—This city is considering seriously the proposition to cut down expenses in accordance with the reduced school appropriations. Some time ago the mayor appointed a special committee to investigate the school system. That committee has finished its work and in its report recommends changes which it does not thoroughly believe in except as a last resort.

Providence has employed in each grammar school building a special teacher to look after the very bright and the very dull pupils. In this way the great fault of inelasticity has been obviated. The plan has worked remarkably well, but the investigating committee feel that the city cannot afford the expense at present, and recommend the discontinuance of the system. They would also dispense with the services of two teachers of physical culture and the supervisor of penmanship, and would discontinue the instruction in cooking and in sewing as well as certain courses in the evening high school. The school committee agree that retrenchment must be made and suggest still further curtailment of expense, altho need is felt of increased rather than decreased facilities. The total income for the last year was 625,000, a sum far below the estimate submitted. To meet the consequent deficit, the evening schools were closed, tho they were afterwards reopened upon request of the city council, an additional appropriation of \$35,000 being voted for that purpose. All the special branches were discontinued for one month, and the schools were closed two weeks earlier than usual.

The amount necessary to run the schools for the coming year is \$690,000, taking into account the possible saving of \$32,700 recommended. The city has apportioned only \$625,000 for school purposes, so that there will be in all probability a deficit of at least \$65,000. If this is not provided for, the schools will have to be closed by the middle of May. In engaging teachers the committee will make it clearly understood that they cannot guarantee continuation of work beyond that time.

Who Will Have It?

CHARLESTON, S. C.—An invitation is to be extended to the National Educational Association to meet here in 1900. The following facts are to be submitted with the invitation:

One of the most important results of the N. E. A. has been the diffusion of wider views and a more comprehensive understanding of our national life among the educators of the United States. Teachers have had repeated opportunities to attend its inspiring meetings in the East, the North, and the West, but only once has the South been thus favored. Charleston is, perhaps, to-day the best representative of the old Southern life and culture, and every teacher should make it a part of his "wider view."

The N. E. A. is nothing if not aggressive. Its meetings are followed by renewed educational interest in the sections where they are held. South Carolina and the South need this awakening inspiration as much as other parts of our country.

Charleston is one of the most historic cities in the United States. The visitor here stands face to face with the great facts



New York State Library.—Central Reference Room, looking southeast.

of American history. Fort Sumter and Fort Moultrie still guard her harbor, and the chimes of St. Michael's will ring out a welcome to her guests as they have done since 1766.

It is not necessary to refer to Charleston's reputation for unbounded hospitality. She has recently entertained a convention of 25,000, and was prepared to receive 15,000 more. The city has just erected a splendid permanent auditorium at a cost of \$40,000. This auditorium seats 7,500 people with ease and comfort. There are also numerous comfortable halls which may be used by the departments of the association.

MONTREAL, P. Q.—Strenuous efforts will be made at Los Angeles to have the National Educational Association meet in this city next year. A large delegation of educational people waited upon Mayor Prefontaine some time since to urge the claims of the convention and a committee has been sent to California to do everything possible there to obtain a favorable decision for Montreal. An official of the city who has been talking over the possibilities, expresses very clearly the financial value of such a convention. He says:

"If the convention is held here there will be at least 10,000 people here who will disburse \$10 each for board and lodgings, purchases and sight-seeing. Each teacher will, upon returning home talk to at least twenty-five scholars of the charms of the city, its admirable situation, and its numerous attractions. This means that 250,000 children will hear about it, and as they almost invariably do, they will tell their parents, who will discuss it with their friends. This means that 100,000 families will hear of Montreal more or less directly thru the convention, and if you add to this those who hear about it indirectly thru the teachers, scholars, and their friends, you will have a very huge total, possibly some 500,000 people. Presuming that out of this half a million people a tenth part came to Montreal on account of this advertisement and disburse \$20, which is a very small amount, you have a total disbursement, in addition to that of the teachers themselves of \$100,000. Apart from that the Paris exposition takes place next year, and a number of teachers who have saved up will undoubtedly go to it, and thus will the knowledge about Montreal be extended. It must not be forgotten that last year over 100,000 pamphlets entitled "Summer Days and Nights in New York," were distributed setting forth the numerous attractions of the Metropolis for the express purpose of alluring people there to make purchases, and in fact to spend money generally. The great state of Maine concerns itself with tourists and sportsmen to the extent of catering for them in every possible way, with the result that \$10,000,000 is distributed there every year by visitors. Detroit and Milwaukee continually make special efforts to secure conventions for the sake of the money they are the means of distributing in the city; and when it is remembered that these two cities, to say nothing of the great city of New York, think it good business to advertise themselves in this way, surely Montreal need not be ashamed to do the same thing."

New York State Library.

The eighty-first annual report of the New York State library, recently issued, makes an earnest plea for a new building to be devoted exclusively to library purposes. Under present conditions, thoroly accurate and systematic work is almost impossible. Owing to lack of adequate shelf room, 150,000 volumes

have been packed away, many of which are needed badly. The present quarters are not well ventilated and in damp weather the books suffer more or less damage as a result.

Of the excellent work done in the library school, little is as yet known by the general public. Pupils completing the course in this department are fitted to organize and take charge of libraries, arranging them in accordance with the most approved methods. The school is well attended and this branch of the state library has become of so great importance that reports of progress will hereafter be published in a special bulletin.

The library has always contained more or less of educational literature, but in 1892 this branch was organized into a separate division. The educational division is not yet very large, but its growth has been steady, in the last year or two quite rapid. Educational literature is in a general way rather scattered, many very valuable documents being published by some society or private individual, and consequently much of it is not available for the use of students and authors. Many of such publications, in the form of pamphlets, are bound by the library as soon as the several sets or series in their possession are completed. These make an invaluable library for research in matters connected with education. In addition to the reference library of educational books, all the important periodicals from this country, England, Continental Europe and Hawaii are to be found in the reading room.

The New York State Library was one of the pioneers in traveling library work. Under this system a collection of books, or series of pamphlets on a particular subject may be sent for temporary use either to a society, school or person. There were, last January, nearly 45,000 volumes in the traveling and extension libraries and this branch of the library is being constantly enlarged.

Recent additions to the books and documents include a few publications for the use of the blind of the state. The officers of the library are enlarging this work and already have quite a number of volumes. The names of people making use of these books are kept on file. The library officers and assistants have made a careful study of the kind of literature most desirable for the purpose and, as rapidly as possible, modern writings are being printed in New York point type, the system in general use among the blind. For those not familiar with the system, the library is ready to send primers and alphabets.

Congress of the Teaching of Design.

At the request of the Association of Professors of Design of the city of Paris, the authorities of the exposition of 1900 have organized an International Congress of the Teaching of Design, which is to meet during the four days from the 29th of August to the first of September. The congress will be divided into three sections, the details of which will show its importance to all who are connected with public instruction as well as to those particularly interested in the arts of design.

The first section will contain general methods of imitative



New York State Library.—Home Education Department. Traveling Pictures.

and geometric design and modeling. The second concerns the teaching of technical design with a view to some art or trade, either in schools or in special courses. The third section will be devoted to the special teaching of design, with a view to the various artistic professions either in the decorative or industrial arts. The secretary of the committee of organization is Madame Just Chatrousse, 117 Boulevard, Saint-Germain, Paris.

Admission to High School Without Examination.

PITTSBURG, PA.—The new method of admitting pupils from the grammar to the high schools, adopted by the board of education a few weeks since, is meeting with considerable opposition. In accordance with the plan, a pupil may enter the high school on the certificate of the principal of a ward school signed by the teacher.

Dr. W. H. McKelvey, president of the central board, has expressed himself as in favor of the passing of a thoro examination as necessary to entrance upon high school work.

"In the first place," he stated, as quoted in a recent issue of the *Post*, "it will never be enforced. Principals will be approached by irate mothers and fathers of children, who fail to pass and receive the certificate, and by threats concerning their bread and butter, they will be prevailed upon to pass the unprepared child along without the called for qualification. And the school teacher will comply. I know how it is. I have seen it done a hundred times, if once, in this very school ward and it will be increased to a multiplicity if the new law is given scope. And if the father fails in his influence with the teacher, the ward school director will be approached, and he, threatened with a loss of patronage at the next election if he refuse, will force the independent school teacher into submission with similar threats."

A Disgrace to Education.

A correspondent writes from Frenchtown, N. J., of a most disgraceful condition of affairs in connection with the schools. He says: "At the annual school meeting this spring three new members of the board of education were elected. The people of the town did not anticipate any important change in the administration of school affairs, for they had been as a whole well pleased with the work of Mr. Tomer, who has been principal for the past eight years. Great was the astonishment and indignation of the citizens when they learned of the action taken by the newly organized board at its first meeting. Mr. Tomer and two of his three assistants had been refused reappointment without warning and without any assigned cause. In their places had been appointed the brother of one member of the board, the sister of another member, and the daughter of a third.

"The better part of the citizens feel that their trust has been betrayed and their town disgraced by the conversion of their school into a charitable institution conducted for the benefit of the relatives of the members of the board. The entire affair has been conducted in direct opposition to the wishes of the majority of the people, in an exceedingly arbitrary and in some respects illegal fashion."

Public School Photography.

PHILADELPHIA, PA.—In one of the new public schools of this city arrangements have been made for regular instruction in photography. The dark-room, finished with polished wood walls, floor and ceiling—the latter forming a skylight several feet square. Principal Chew became interested in the subject thru Dr. J. P. Garber, who was the organizer of the Teachers' Photographic Association.

Teachers' Training Classes.

Union schools and academies in the following places in New York state have been designated to instruct teachers' training classes for the school year beginning August 1, 1899:

Albion, Alfred, Angelica, Angola, Arcade, Baldwinsville, Ballston Spa, Belfast, Boonville, Brasher Falls, Brushton, Camden, Canajoharie, Canandaigua, Canisteo, Carthage, Chateaugay, Cooperstown, Copenhagen, Corinth, Cuba, Dansville, Delevan, Deposit, DeRuyter, Dundee, Ellenville, Ellington, Fabius, Fairport, Forestville, Friendship, Fulton, Glens Falls, Groton, Hammondspoint, Hancock, Herkimer, Hoosick Falls, Hornellsville, Ilion, Ithaca, Johnstown, Jordan, Kingston, Lima, Lowville, Margaretville, Massena, Medina, Mexico, Middleburg, Middleport, Monticello, Moravia, Morris, Morrisville, Newark Valley, North Cohocton, Norwich, Nunda, Oneida, Onondaga Valley, Owego, Palmyra, Penn Yan, Phoenix, Pike, Pine Plains, Port Henry, Port Jervis, Prattsville, Randolph, Richfield Springs, St. Johnsville, Sandy Creek, Sandy Hill, Savannah, Sherburne, Skaneateles, Sodus, Springville, Trumansburg, Tully, Unadilla, Union, Walton, Warsaw, Watkins, Waverly, Wellsville, Westport, Whitney Point, Windsor.

Opening School Yards in Summer.

Those who have visited the crowded parts of any large city in summer, know what inadequate play grounds the streets furnish. For this reason strenuous efforts were made last summer in Boston to have the school-yards opened as play

grounds for children of the crowded districts. The plan was tried at the Brimmer school, and results showed the wisdom of the enterprise. The yard was usually filled and good order prevailed, since profanity and like offenses were punished by expulsion. Either a matron or janitor was always present to preserve order. It has been suggested to the inspectors that a few improvements be made in the way of awnings and furnishing ice coolers for the children. The plan will probably be considerably extended this summer.

Social Settlement Conference.

A conference of social settlement workers, from various cities of the country, met at Hull House, Chicago, May 16. The main question under discussion was the inadequacy of present school methods, and the plans in operation for the education of the lower classes.

Mr. H. F. Wood, of the Northwestern settlement, spoke of "Educational Methods Which are Available in Settlement Neighborhoods." He said that systems and methods were useless; that they always failed in attaining any fair percentage of success. He thought the usual teacher was too prone to follow a cast-iron course, rather than bend in some measure, as was often necessary to the whims of the people. What was wanted was not so much pure knowledge for its own sake as a revival in the degraded minds, of a simple and pure way of thinking, in other words the revival of the art of living. In settlement work, it is necessary to a considerable degree, to work on the emotions, as the surest means of obtaining a hold on the people.

Among other speakers were Miss Williams, of the college settlement of N. Y.; Miss Mary E. McDowell, of the University of Chicago settlement; and Mr. Nelson, of Nelson House, St. Louis.

Supt. Foshay Re-Elected.

LOS ANGELES, CAL.—Prof. James A. Foshay has been re-elected superintendent of the schools of Los Angeles. Supt. Foshay has done much to increase the efficiency of the schools in the years he has had them under his charge, and his reelection is a source of general gratification in the city.

Briefer Items of Real Interest.

PHILADELPHIA, PA.—The board of education on June 26 opened twenty-seven playgrounds, distributed thruout the city, for the benefit of poor children during the summer. They will be open from 8 A. M. till 5 P. M., closing at noon on Saturdays, until the last of August. The grounds will be supplied with toys and games for the amusement of the younger children, and sand heaps, buckets, spades, tents, and awnings, as the yards demand.

In the morning a kindergarten teacher will have charge of each playground, and will direct the younger children in their games. Miss Aurora W. Williams, director of kindergartens, will have the assistance of Miss Elizabeth O'Neill in this work.

WILLIAMSTOWN, MASS.—The sum of \$35,000 has been given to Williams college by Mr. Morris K. Jessup, of New York, toward a new building for the Young Men's Christian Association. The building will be called Jessup Hall.

COLUMBUS, OHIO.—The committee on text-books have recommended to the board of education that the vertical system of penmanship be adopted for use in the public schools. There has been considerable opposition to the movement, but there is little doubt of its acceptance by the board.

TELLERIDE, COLO.—In a statement recently issued by the superintendent of San Miguel county, the rapid progress in Colorado schools is made clear. In 1884 there were only about forty people of school age (6 to 21) in San Miguel county. At that time there was but one building. At the present time schools are provided for 700 children. The annual income for school purposes for the county is about \$17,000, and the school buildings are worth \$60,000.

PROVIDENCE, R. I.—The Rhode Island College of Agriculture will conduct a summer school of nature study at Kingston, R. I., from July 5-19. The Hon. Thomas B. Stockwell, state commissioner of schools, and Supt. Horace S. Tarbell, of this city, will co-operate in the work.

LOWELL, MASS.—The principal address at the annual commencement exercises of the training school was given by Dr. Edward Howard Griggs. His theme was, "The Modern Change in Ideals of Womanhood." Miss Edmunds, principal of the school, made a short address, expressing her gratification at the success of the school and the liberal support which it has received.

ST. LOUIS, MO.—The lectures on ethics by Dr. Joseph H. Foy before the St. Louis Society of Pedagogy last year included theories of man's moral constitution and the essential nature of virtue; the philosophy of the life of duty; examination of the theories of moralists respecting the elements of the moral nature; Græco-Roman, medieval and modern ethics; recent notable contributions to the subject; ethics from the practical side.

In connection with the formation of the new cabinet in Italy, Mr. Bacelli has again been appointed minister of instruction.

The convention of the "Epworth League," to be held at Indianapolis July 20-23 will afford to teachers and others who wish to take a vacation trip to the Middle West an excellent opportunity. A special train will leave New York for Indianapolis July 18 over the Chesapeake and Ohio railway. The party will remain in Indianapolis until July 24, reaching New York July 29 after eleven days of travel and sight-seeing. The cost of the trip will be \$57.

NEW YORK, N. Y.—At the recent commencement of New York university, the degree of doctor of philosophy was conferred upon Prin. F. W. Eveleth, of public school No. 22.

BOSTON, MASS.—Last July the board of education in order to manage the finances of the schools of this city, made a reduction of ten per cent. in the salaries of all persons in the employ of the school department, who receive a salary of \$60 or more a month. This cut was made with the promise that the amount of the reduction should be restored to those affected, the year following. The committee on salaries have made the statement in their report that they are now in position to pay this money and it will be handed over at once.

Dr. A. W. Edson, assistant superintendent of schools for Manhattan-Bronx, made the principal address at the closing exercises of the (Phillipsburg, N. J.) high school. His subject was "Our Public Schools, their Present Condition and Needed Improvements."

CHICAGO, ILL.—Various labor organizations of this city have urged the appointment of Prof. Addison Blakely, of the University of Chicago, as a member of the board of education. At a recent meeting of Typographical Union No. 16 a resolution was passed endorsing Prof. Blakely and appointing a committee to bring this fact before the mayor.

New York City.

Mr. McMullin a Superintendent.

Mr. Arthur McMullin, secretary of the board of education, has been elected a sixteenth associate superintendent of Manhattan-Bronx. Mr. Gustave Straubenmuller and Dr. Matthew J. Elgas have been re-elected for a term of six years. Prin. John Dwyer, of school No. 8, received six votes against twelve for Dr. Elgas. Prin. Dwyer has recently received the degree of doctor of pedagogy.

Mr. Collins Appointed.

After two hours' discussion, Mr. Valentine M. Collins was, at a recent meeting of the board of education, appointed supervisor of the truant school.

The Vacation Schools.

The vacation schools were so successful last summer that much larger provisions have been made for the present season.

Thirty school buildings will be opened for eight weeks from eight o'clock in the morning until six at night. Successive classes will be received so that the aggregate attendance will very likely reach a hundred thousand. No text-books will be used, and the exercises will be principally manual.

Physiological Pedagogics.

James P. Haney, M. D., has just published some biographical notes on "Medicine in Relation to Teaching," offered in connection with his course at the New York University School of Pedagogy. The pamphlet is not published as forming in any way a complete bibliography of the different phases of the subject, but as representative references to the material accessible in English. There are included a number of references to periodical articles which contain matter of value not yet otherwise available. Text-books on medicine and general hygiene have been omitted.

Final Examinations and Exhibits.

The Prang Normal Art Classes of New York close the fifth school year with an exhibition of the work of the private students on Friday, June 30, 1899. This exhibit was on view in the Normal Art class-room, 3 West 18th St., for several days. Three students from the Saturday classes and nine from the private classes have accomplished a sufficient amount of work to be eligible to an examination for certificate A and nine of them have already completed the examination. These students are Myra Spafard, Louise Van Wagoner and Mary G. Tennyson, who have given two years of study in the Saturday classes; Mary MacReynolds, Angela Kelley, Lucy Case, Hattie Van Wagoner, Edna Nicholl, and Mary Cooke who have studied each day for a year in the private classes. The remaining students will complete the examination later. This is the first year in which certificates have been granted.

At the close of the year's work, Miss Elisa A. Sargent, under whose direction the Prang Normal Art classes of New York were formed and have so successfully continued up to this time, will go to England for a summer among the cathedrals. As Miss Sargent has devoted much time to the study of cathedral architecture on the continent she will go to this new field of study well prepared to make the work profitable both to herself and to her students.

Summer Schools.

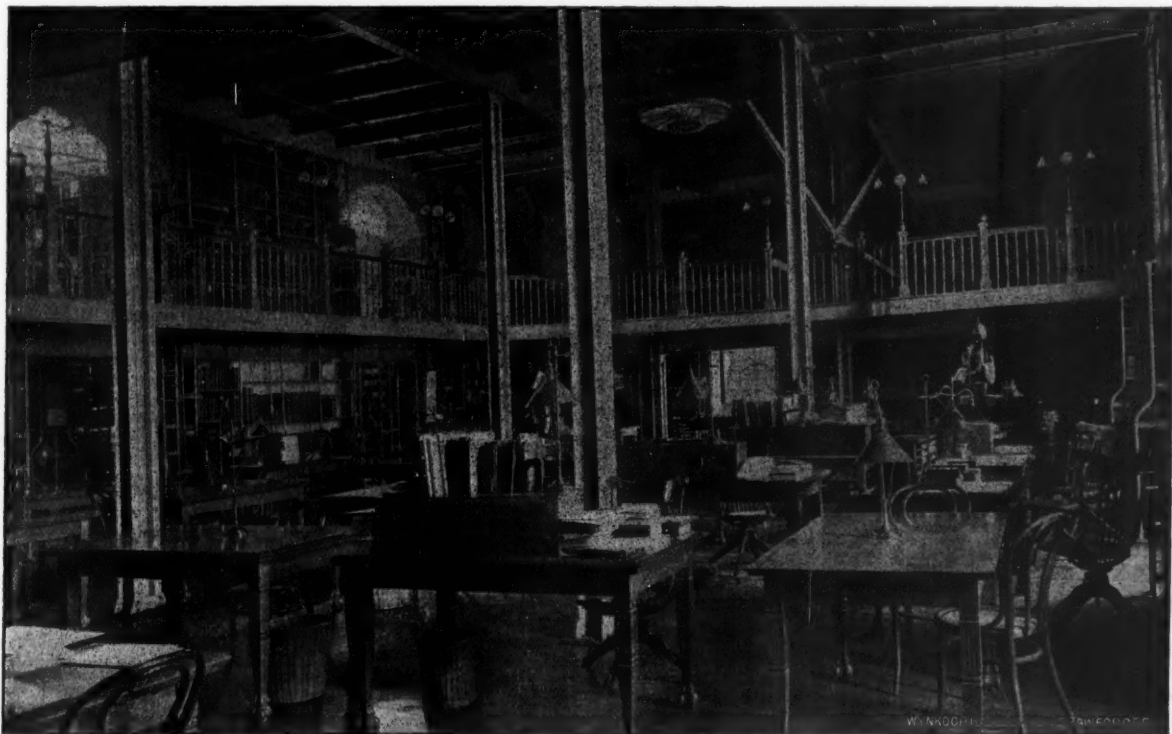
COLORADO.—State Normal School, Greeley, Col. Summer course in library instruction. Four or five weeks. Address Dr. Z. X. Snyder, Pres.

Denver Normal.—Preparatory School, Denver, Colo. Summer Session, June 12-July 14. Address Fred Dick, Principal.

ILLINOIS.—National Summer School, Armour Institute, Chicago, Ill. Summer Course, June 26-July 8, 1899. Address Ginn & Co., 378-388 Wabash Ave., Chicago, Ill.

Summer School of Pedagogy, University of Illinois. July 20-August 18.

New School of Methods at Chicago, Ill. Courses in music, art,



New York State Library—History Division, looking southeast.

Notes of New Books.

physical culture, pedagogy and philosophy. Address C. C. Birchard, manager, Washington square, New York.

Chicago Normal Summer School, Normal Park, Chicago. Under the auspices of the Chicago board of education. Three weeks, from July 3-July 21. Twelve departments. Daily practice school. Address E. Benjamin Andrews, superintendent of schools, Chicago, Ill.

American Institute of Normal Methods, at Evanston, July 18 Aug. 24. Courses in vocal and instrumental music, penmanship and drawing. Address Edgar O. Silver, Boston, Mass.

MASSACHUSETTS.—Amherst College Summer School of Languages. July 10-18. Address L. Sauveur, Ph.D., LL.D., 263 Dearborn avenue, Chicago, Ill.

Harvard Summer School.—Courses in Old Testament, church history and theology. Address Rev. R. S. Morrison, Divinity Secretary, Cambridge, Mass.

Marthas Vineyard Summer Institute, Cottage City, Mass. Opens July 11, 1899. Four and five weeks' courses. Address Wm. A. Mowry, President, Hyde Park, Mass.

The American School of Sloyd.—Walter J. Kenyon, Director. Fifth annual session begins July 11, at Marthas Vineyard. Camilla Lies Kenyon, secretary, State Normal School, Lowell, Mass.

American Music Training School, Marblehead, from July 11-28. Address A. W. Richardson, business manager, Besse Place, Springfield, Mass.

New School of Methods, at Hingham, Mass. Courses in music, art, physical culture, pedagogy, and philosophy. Address C. C. Birchard, manager, Washington square, New York.

Institute of Technology, summer term, Boston, Mass. Courses in mechanical drawing, mathematics, architecture, chemistry, biology, physics, history, modern languages, mechanism, shop work, surveying, sanitary science, and practical sanitation. Address H. W. Tyler, secretary, Massachusetts Institute of Technology, Boston, Mass.

Clark University Summer School, Worcester, Mass. Courses in psychology, biology, pedagogy and anthropology. Address Louis L. Wilson, clerk of the university.

State normal school, summer session at Hyannis, Mass. Tuition free to Massachusetts teachers. Address W. A. Baldwin, Ph.D., Principal.

MAINE.—Fryeburg School of Methods, July 27 to August 10, at Fryeburg. Address Ernst Hamlin Abbott, manager, Fryeburg, Maine.

NORTH CAROLINA.—Asheville Summer School and Conservatory, Asheville College. Courses in English, biology, mathematics, art, elocution, and music in all of its branches. July 19, August 29. Address George L. Hackney, Secretary, Asheville, N. C.

Teachers' Assembly at Morehead City, N. C. From June 13 to 18. Address W. T. Whitsett, N. C.

Chicago Normal Summer School, under the auspices of the Chicago board of education. From July 3 to July 31. Twelve departments. Daily practice school. Address E. Benjamin Andrews, superintendent Chicago public schools.

NEW YORK.—Cornell University, Ithaca, New York, offers a summer course in nature study. Four weeks beginning July 5. Address College of Agriculture, Ithaca, N. Y.

New York University has issued the announcement of its fifth summer session for teachers and college graduates. Thirty courses are offered in nine different departments. The session will be held at University Heights, New York city, July 10-August 18.

Teachers College, Columbia University.—Summer session begins in July. Address W. H. Beebe, Secretary of Columbia University, New York city.

New York University.—Summer courses in psychology, mathematics, chemistry, biology, physics, history, Germanic languages, Latin and Greek, July 10-August 18. Address Marshall S. Brown, New York University, University Heights, New York city.

Chautauqua Summer Schools, at Chautauqua, New York, from July 8 to August 18. One hundred twelve courses are offered under seventy-three instructors.

Saranac Lake.—Courses in art, manual training, and nature study. From June 5 to September 5. Address J. Liberty Tadd, 310 N. 32d St., Philadelphia, Pa.

Tomlins method of teaching singing. Two courses: (a) development of adult singing voice and art of song interpretation; (b) training of the child voice and music schools. Two weeks in each of the following cities: Buffalo, 146 Park street, July 10-22; Chicago, 40 Randolph street, July 31-Aug. 12; New York, 3 West 18th street, Aug. 14-26; Boston, Aug. 28-Sept. 9. Address William L. Tomlins, 288 West 70th street, New York city.

LONG ISLAND.—American Institute of normal methods at Babylon, July 11-28. Courses in vocal and instrumental music, penmanship and drawing. Address Edgar O. Silver, Boston, Mass.

OHIO.—University of Wooster.—The summer school opens June 19 and closes Aug. 11. Courses in pedagogy, psychology, language, music, art and elocution. Principals, J. H. Dickason and Nelson Sauvain, Wooster, Ohio.

PENNSYLVANIA.—Lehigh university, South Bethlehem, Pa., summer schools in chemistry, physics, surveying mathematics, English, history, political economy, ancient and modern languages. From four to six weeks, beginning July 6. Address, secretary of the university.

EUROPEAN SUMMER SCHOOLS.

GERMANY.—Holiday course of lectures in Gr'efswald. July 10-20. One course in pedagogy intended particularly for teachers. Address Ferienkurse, Gr'efswald, Germany.

Summer courses at the University of Jena. Many American educators attend every year. August 2-22. Address Hugo Weinmann, secretary, Jena, Germany.

ENGLAND.—Holiday classes at Burlington House, Cambridge, resident branch of University Correspondence college. For four weeks beginning August 1, 1899. Principal, William Briggs; vice-principal, B. J. Hayes.

A Primer of Calculus, by E. Sherman Gould, M. Am. Soc. C. E., is restricted to the absolute rudiments of the science. Within these narrow limits the treatment is tolerably full, and suffices to show how far-reaching a mathematical instrument the calculus is, even in its elementary steps. The author thinks the best way of communicating a working knowledge of the science is to teach a few elementary rules and then put them into immediate use, as far as they will go. This has been the course followed in this book. At the start very little is said about the logical basis of the science; that can better be understood after the practical process has been learned. (D. Van Nostrand Company, New York.)

Elements of Trigonometry, by Andrew W. Phillips, Ph.D., and Wendell M. Strong, Ph.D., Yale university, has some features to which we will call attention, viz: The simplicity and directness of the treatment of both plane and spherical trigonometry; the emphasis given to the formulas essential to the solution of triangles; the large number of exercises; the graphical representation of the trigonometric, inverse trigonometric, and hyperbolic functions; the use of photo-engravings of models in the spherical trigonometry; the recognition of the rigorous ideas of modern mathematics in dealing with the fundamental series of trigonometry; the natural treatment of the complex number and the hyperbolic functions; the graphical solution of spherical triangles. (Harper & Brothers, New York.)

The Rational Elementary Arithmetic, by H. H. Belfield, Ph.D., director of the Chicago manual training school, and Sarah C. Brooks, supervisor of primary grades, St. Paul, Minnesota, is an attempt to make a book in which the theories of the Committees of Ten and Fifteen, Commissioner Harris, and McLellan and Dewey shall be wrought out in a practical scheme of instruction. The main ideas are the arrangement of the number work for the elementary grades in accordance with the order of the child's mental development; the idea of number and numerical operations are acquired from the concrete; the early presentation is made by the use of the quantitative, and therefore definite, unit, as against the qualitative unit, or individual; the problems from beginning to end deal with realities, and appeal, so far as possible, to the child's environment or experience. The order of treatment in every new subject, so far as possible, has been, first, to give the concrete form which will present the principle; second, to give the abstract principle or law which has been illustrated; and lastly, to make various applications of the principle in the problems. (Scott, Foresman & Company, Chicago. 45 cents.)

The red booklet entitled *The Northern Pacific and the N. E. A.* calls attention to some of the reasons why the tourist should go to California by this road. The book states that it is not necessary to go to Los Angeles in order to reap the benefits of low rates, these being in effect to North Pacific coast points as well as to Los Angeles. The road is said to be as comfortable for summer travel as any of the American railroads. There are interesting illustrations and table of rates to various points.

A charming booklet entitled *From the Land of the Sun to Thee, O Friend!* has been issued by the Stockton Mail Print with the compliments of the Merchants' and Manufacturers' Association, of Stockton, Cal. It contains a great deal of information about side trips which the N. E. A. visitors may want to take and calls attention to the attractiveness of Stockton. It is handsomely illustrated and certainly presents many reasons why the traveler should stop for a day or two at Stockton. It needs always to be remembered that Stockton is the natural point of departure for Yosemite. At the end of the book is a coupon which, if presented undetached, will entitle the holder to one round trip steamer passage between San Francisco and Stockton, upon payment of fifty cents (exclusive of meals and berths), and the exhibition of an N. E. A. membership ticket.

You know what that tired feeling is and you may know what will cure it by giving Hood's Sarsaparilla a fair trial.

THE SCHOOL JOURNAL

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Interesting Notes.

Anti-Japanese Law Vetoed.

The Canadian government lately decided to disallow the anti-Japanese legislation passed by the British Columbia legislature (to keep Japanese out of the province), a year ago. This was done under pressure from the imperial authorities, as the British interests in the East will best be maintained by holding the friendship of the Japanese. In vetoing this legislation it was necessary to disallow also the anti-Chinese legislation embodied in the same bill, which the federal government regretted to do.

The Loud-Speaking Telephone.

M. German, a Frenchman, has invented a telephone with which singing and speaking may be heard at a distance of 300 feet from the receiver, and which, when required, registers its message by means of an attached phonograph. This will be one of the great attractions at the Paris exposition next year. By its aid several hundred people will be able to listen to a lecture delivered in English at London, in German at Munich, in Russian at St. Petersburg, or in French at Brussels.

Spain's Remaining Possessions.

In disposing of her remaining possessions in the Pacific ocean to Germany, Spain retains colonial territory only in Africa and the neighboring waters. These possessions are five towns along the north coast of Morocco, namely, Ceuta (thay-oo'-tah), Tetuan (tet-oo'-ahn), Velez de la Gomera (vay'-leth day lah goh-may'-rah), Alhucemas (ahl-oo-thay'-mahs), and Melilla, and the Chafarinas islands; the Canary islands, which are administered as a province of Spain; the large district of Rio de Oro (ree'-oh day oh'-roh) fronting on the Atlantic between Capes Bojador and Blanco for about 500 miles and extending inland from 420 miles in the north to 600 miles in the south, the whole embracing 243,000 square miles, mostly sand, and the possession of the eastern part being contested by France; the little territory of Ifni of twenty-seven square miles, on the coast of southern Morocco; in the gulf of Guinea the islands of Fernando Po and Annabon; and near the northwest corner of the French Congo, San Juan (sahn hoo-ahn) a small section of the mainland

drained by the Muin and Campo rivers, whose possession is disputed by France, and Corisco bay, with its little islands of Corisco and Elobey.

The colonial empire of Spain has been reduced since the Spanish-American war to a total area of 247,308 square miles, including the regions claimed by France. The areas lost to Spain as the result of the war embrace Cuba, 45,872 square miles; ceded to the United States 119,356 square miles (Philippines and Sulu islands, 115,300; Porto Rico, 3,668; Guam, 388); and disposed of to Germany, 610 square miles (Caroline and Pelew islands, 560, and Ladrone islands, except Guam, 50). Spain's Colonial possessions have been reduced in the past year by 165,838 square miles of territory.

What Marchand Accomplished.

It is not strange that France is ringing with the praises of Major Marchand, for his services are quite exceptional for a man who is only thirty-three years old. In the line of duty he has been as level-headed and clear-sighted as ever was a conquering leader on a battle-field.

Until his arrival at Fashoda in October last his own countrymen scarcely knew his name. He had been engaged for two and a half years on a mission whose real purpose, to confront the dervishes on the Upper Nile and to appropriate for France the lost provinces of Egypt, was concealed as long as possible. He was sent on this mission because as a humble lieutenant in the French Soudan he had shown extraordinary resource and facility in the discovery of ways and means for carrying out desirable projects.

His first task was to carry two steel gunboats, barges, cannon, guns, and ammunition, camp equipment and supplies, across a vast territory in the upper part of the Congo and Nile basins, which he had to explore in order to ascertain the most feasible route. Every step of the way he was first explorer and then military chief. No one had ever heard before of the Boku branch of the Mbomu river, on which he floated to within forty-five miles of the Nile basin.

No one had ever heard of the Sueh river, which carried him over 200 miles to the Bahr el Ghazal affluent of the Nile. No one knew till he discovered the fact that the Upper Mbomu would offer him a long stretch of good navigation. In order to reach that he had to build corduroy roads and have his boats hauled to it by large numbers of men at tow lines. And when he came to the region of the Congo and Nile water parting, where no streams were large enough to help him on his way, he personally sought for and found the nearest navigable point of the Nile system, then pulled his boats to pieces and packed the whole equipment on the backs of men thru the scrub, a hundred miles to the new-found river.

Will He Find the Pole?

The complete plans of the Duke d'Abuzzi, the nephew of King Humbert, of Italy, for his Arctic expedition, have been published. The object of the expedition is to reach the pole if possible. The Stella Polare will leave Christiania fiord soon and sail for Archangel to embark the dogs, whose number far exceeds that taken on any previous expedition. From Archangel she will steer a course according as the season and the currents permit, so as to get as far north as possible before being blocked by the ice. It is expected that the duke will thus reach between the eighty-fourth and eighty-fifth parallels.

There the winter will be spent, and in March, 1900, he will begin journeys for-



DUKE OF ABRUZZI.

ward on foot to select suitable stations for the deposit of men and provisions.

Part of the crew will remain with the ship and the rest will go forward as far as the conditions of food and transport allow. A depot will be formed and the front party will proceed, leaving behind some of their number, who will establish themselves at the depot, drawing on the ship, with which they will be in communication, for their supplies. A second and other depots will be formed in a similar manner, each one in advance being supplied by the other preceding, with the ship as the base for all.

Finally, when the last station has been made, the duke and a chosen companion will push on alone with such dogs as remain, to attempt the perilous crossing of the two hundred or three hundred miles of ice which will then remain between them and the object of their ambition.

It is expected that the expedition will return in the summer of 1901. Four balloons have been prepared, which will be used to send news of the expedition to inhabited lands.

A communication from Andree, sent out a few hours after the balloon left its anchorage in July, 1897, has been found. There is now no doubt that the aeronaut met his death.

Probable Population of the United States.

The experts are making estimates of what the population of the United States will be in 1900 when the next census will be taken. These estimates are based on the rate of increase during previous decades of our history. The most elaborate and scientific guess is made by Dr. H. S. Prichett, superintendent of the coast and geodetic survey, who predicts that the twelfth census will show a population of 77,472,000. His estimate is 204,000 smaller than that of the government actuary. If the same rate of increase continues the population of the United States in one hundred years will be not less than 350,000,000.

Exploring Expeditions in Alaska.

Three military expeditions are now being sent out to explore various parts of Alaska south of the Yukon, and some very important results are expected. Two of them, headed respectively by Captains Abercrombie and Glenn, have already started, the latter beginning his journey at the head of Cook's Inlet and going northward by way of the region that lies between the Sushinta and Copper rivers, and the former taking the route from Port Valdez to the north and northeast.

The third expedition will be led by Col. Ray. He will be in command of quite a little army, comprising about 350 enlisted men and forty or fifty civilians, and his most important duty will be to establish a number of new military posts along the Yukon and some of its tributaries. A post of this kind is situated, as a rule, at some miner's town, and consists mainly of a barracks big enough to house twenty or thirty men comfortably. The business of the garrison is that of local police, and the patrol of the great Alaskan stream will soon be made more complete and efficient than hitherto by the help of a nice steamboat newly purchased by the war department, which will ply up and down the river and visit the various posts at frequent intervals. In case of disturbance and quell it.

One of the principal objects of these expeditions will be the mapping of the country. For want of maps some expeditions have either been lost or suffered greatly in these Arctic wastes.

Starving Cuban Children.

The trustees of the Cuban Relief Fund have issued an urgent appeal for funds to carry on the work of relieving the distress among the tens of thousands of starving children in Cuba. Funds are needed at

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once to save the lives of children in Santa Clara and Havana. It is said that there are some towns in the interior of the island where scarcely an adult is left alive. The treasurer of the fund is Robert Bacon, of J. P. Morgan & Company, New York City, to whom checks and other contributions should be sent.

A Region of Giant Fossils.

The Union Pacific Railroad Company has extended to about three hundred geologists the use of its lines this summer for a sixty days' excursion among the wonderful fossil fields of Eastern Wyoming and neighboring regions. In this section are the Bad Lands, and numerous fossils of extinct monsters have been found. Some of the districts to be visited by the proposed excursion are so crowded with fossil animal remains that they have been called the greatest and most ancient of cemeteries. Seventy species new to science were discovered here, some of them as large as elephants, and including reptiles, rodents, and carnivora. An enormous fossil of the Jurassic period lately found will be made the special subject of study. This is the largest specimen of the vertebrates of the olden time yet discovered.

To Dredge the Deep Ocean.

Prof. Alexander Agassiz, of Harvard university, will head an expedition that will sail from San Francisco in August to study animal life in the deep ocean. They will visit the Friendly, Fiji, Marshall, Ellice, and Gilbert islands. Near the Society islands the ocean is five and a half miles in depth, and yet they intend to dredge the bottom and bring up many strange creatures.

Adulteration of Food and Drink

An examination that has been made in regard to the adulteration of food and drink products reflects rather strongly on the honesty of some American methods of making money. It has been found that canned vegetables are "greened" with poisonous metallic salts and preserved with chemicals that destroy digestion. A poor mixture of abominations is freely sold to the poor as tea. Diluted milk is brought back to lactometer standards by the use of a slimy chemical compound freely sold in the markets for that purpose.

There are butter colorings made of poisonous ingredients, and these are added to borax, salicylic acid, and other freely used drugs to make a noxious mess seem the choicest of "creamery" butter. Hams are chemically "cured" in a night, where they are supposed to be smoked for six weeks. Tuberculous cattle in herds near Chicago are milked for market till the period of emaciation approaches, and the people drink the milk. Then the cattle are killed and sold as "prime" beef.

The scandalous story of canned beef for the army has been told at length, and the offenders claimed exemption on the ground that it would hurt foreign trade. In this matter of food and drink adulteration there is a chance for the government to take some vigorous action.

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Dewey Leaves Hongkong.

On June 6 Admiral Dewey sailed from Hongkong on his flagship to cover another section of his journey home. The foreign warships in the harbor fired a salute and the British bands played. The Olympia's guns returned the compliment. Stops will be made at Singapore and Colombo, Ceylon. The admiral's health is much improved.

One of the Humbler Poets.

A woman in humble life, who has written numerous poems while caning chairs or performing household duties, was visited recently by Mrs. Grover Cleveland at her home in Trenton, N. J., on the occasion of her seventy-second birthday anniversary. She is Mrs. Ellen Clementine Howarth, who has usually signed herself simply "Clementine." It



MRS. ELLEN C. HOWARTH.

was a very graceful act—the woman of wealth and social position paying tribute to the woman of genius. Mrs. Howarth's productions have genuine merit, as they have been praised by critics of ability. She is a native of Coopers-town, N. Y., and developed her native ability amid great trials, hardships, and sorrows.

Wool Made from Limestone Rock.

A process of making fine wool from the limestone rock that is found in great quantities near Alexandria, Ind., is a recent discovery of C. C. Hall, chemist of the steel works at that place. He says that by a combination of ninety-four per cent. of the limestone, chemicals, and one of the commonest of minerals, pure wool is obtainable as white as snow. This substance can be manufactured cheaper than sheep can be raised and clipped, is not affected by fire or water, and the supply seems to be almost unlimited.

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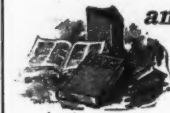
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